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## THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ANNUAL MEETING  
ORGANIZATION AND CONDUCT OF LOCAL CHAPTERS

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## ANNUAL MEETING

The fifteenth Annual Meeting held at the Casa Italiana, Columbia University, was attended by members from one hundred institutions and dealt with matters of great importance for the future of the Association.

**APPOINTMENT SERVICE.**—The recommendations of the Council published in the December *Bulletin* were adopted after extended discussion with minor modifications. Headquarters were opened February 1, at 26 Jackson Place, Washington, and the following letter has been circulated to officers of Chapters:

The appointment service authorized at the Annual Meeting is to be introduced along the following lines:

1. Active and Associate members are invited to register by filling out blanks (sent with bills for 1929 dues) in case they are for any reason interested in possible transfer.

2. *Junior Members.*—It is expected that these registrants will learn of the plan through our local chapters and through their professional seniors who are members of the Association. Blanks for their nomination and registration will be supplied to any desired extent and it is hoped that members of the Association will interest themselves actively in bringing this opportunity to the attention of Juniors.

3. *Registrations received* will be classified and indexed on the basis of subject, region, and rank. An appointing officer will be supplied on request with a list of names corresponding to his need in these three respects. To some extent the American Council register may facilitate the preparation of such lists. There is no implied guarantee of placement to registrants and no guarantee of eligibility to appointing officers. The latter will be furnished lists of names of appointees with data as to where fuller information about them can be obtained. The aim is to furnish information, not advice.

4. *Letters to Appointing Officers.*—Letters in regard to the proposed service will be sent to presidents of colleges in the accredited list, also to deans and heads of departments who are ascertained by correspondence with chapters to have responsibility for appointments, inviting information as to expected vacancies.

5. *Cooperative Relations.*—It is important to enlist as much cooperation as possible on the part of university appointment officers and national societies; that these agencies do not now fully meet the

needs of the situation seems to be evident. It is believed that much can be gained by a central agency which may serve as a medium for exchange of information.

6. *Publication*.—Information in regard to vacancies will probably be published in the *Bulletin* of the Association or in special leaflets to be sent to subscribers only.

7. *Fees*.—Members obtaining appointments through this service are required to pay a fee of three per cent of the first year's salary. In case of appointments for a fraction of a year, the fee will be five per cent of the total salary.

In general, the aim will be to determine to what extent existing methods of appointment can be rendered more efficient by utilizing the facilities of this Association. It is recognized that the personal element, particularly in major appointments, cannot be eliminated or replaced.

REPORT OF THE SPECIAL COMMITTEE ON PLACEMENT.—The following is a summary of the work of the Committee, taken from the report of the Chairman:

Our canvass bears out the statement of Mr. W. H. Cowley, Director of the Board of Vocational Guidance and Placement of the University of Chicago, regarding the difficulties experienced by university placement services, demonstrates that major appointments are rarely covered by them, and indicates a wide-spread dissatisfaction with commercial teachers' agencies. A two-thirds majority (69 per cent) of those responding to the questionnaire sent to our membership, the longest established and most substantial members of the Association, favor and would use the proposed Appointment Service; a substantial majority (58%) of the honorary members who have written, all of them college administrators, feel that there is definite need for such a service and would cooperate with it; and many specialist professional societies, few of whom have appointment services of their own, have expressed themselves as interested and may be looked to for cooperation and assistance. Our resources are such that a limited appropriation, sufficient for organization expenses, can be borne without difficulty by the Association.

The discussion following the full report at the Annual Meeting is given in the abridged stenographic record, and its results are embodied in the *Preliminary Announcement of the Appointment Service* printed above.

**FREEDOM OF TEACHING IN SCIENCE.**—The situation in Arkansas resulting from the passage of the anti-evolution bill and the desirability of the Association's taking any action concerning it were discussed at some length. Information from Arkansas members of the Association indicated that their condition is not so desperate as the press has made it appear and that their greatest need is to have the question dropped from general discussion. The Association, consequently, took no direct action but voted to appoint a committee to cooperate with the American Association for the Advancement of Science in the preparation of a pamphlet on freedom of teaching in science to be used for general circulation. The report of the committee chairman, Professor S. J. Holmes, of California, follows:

Committee M on Freedom of Teaching in Science, met in New York City, December 30, 1928. It was voted to recommend to the American Association of University Professors that a special committee, consisting of the Chairman of Committee M and one other member to be selected by him, be authorized to cooperate with the corresponding committee<sup>1</sup> of the American Association for the Advancement of Science and at their discretion with other interested organizations, in the preparation of a statement which might be useful in combating the movement for restricting freedom in the teaching of science, and that the Executive Committee be authorized to appropriate funds for this purpose. This resolution was presented at the general meeting of the Association and was passed without dissent.

At the meeting of Committee M attention was called to the recent initiative measure enacted in Arkansas making it illegal for a teacher, in any tax-supported institution, to teach that man has ascended or descended from a lower form of animal life. [The text of the law is as follows:]

"Be it Enacted by the People of the State of Arkansas:

"Section 1. That it shall be unlawful for any teacher or other instructor in any university, college, normal, public school, or other institution of the state, which is supported in whole or in part from public funds derived by state or local taxation, to teach the theory or doctrine that mankind ascended or descended from a lower order of animals, and also it shall be unlawful for any teacher, textbook com-

<sup>1</sup> This Committee consists of Messrs. E. G. Conklin, S. J. Holmes, J. C. Merriam, R. A. Millikan, H. and F. Osborn.

mission, or other authority exercising the power to select textbooks for above mentioned institutions, to adopt or use in any such institutions a textbook that teaches the doctrine or theory that mankind descended or ascended from a lower order of animals.

"Section 2. Be it further enacted that any teacher or other instructor or textbook commission who is found guilty of violation of this act by teaching the theory or doctrine mentioned in Section 1 hereof, or by using or adopting any such textbooks in any such educational institution, shall be guilty of a misdemeanor and upon conviction shall be fined not exceeding \$500, and upon conviction shall vacate the position thus held in any educational institution of the character mentioned above or any commission of which he may be a member.

"Section 3. This act shall be in full force and effect from and after its adoption by the vote of the people of the State of Arkansas.

"Section 4. That all laws and parts of laws in conflict herewith be, and the same are, hereby repealed."

It is evident from the wording of this statute that any teacher is perfectly free to teach that all forms of life up to man have come into existence by a process of evolution. If, however, he extends this doctrine to include the human species he is apt to get into trouble. Were it the intent of those who enacted this curious statute to compel students in high schools and colleges to remain in total ignorance of the doctrine of evolution, the law will probably fail to achieve its purpose. Instruction concerning evolution still remains in the hands of the teacher, and he would not be greatly interfered with by this legislation.

Just what is implied in the term "teach" the statute does not make clear, and this may prove to be its fatal weakness. If a teacher presents evidence in favor of a view he is not necessarily "teaching" such a view, since teachers constantly present evidence for various opposed doctrines. It is very questionable if he could be said to teach the evolution of man if he presented evidence for this doctrine and stated that practically all biologists accept it, himself included. Few teachers of science dogmatically declare that certain theories must be accepted as true. As a rule, they prefer to have students exercise their critical faculties and come to their own conclusions. Unless a teacher sets out to inculcate dogmatically the doctrine that man is descended from lower forms of life he is apparently perfectly safe under the Arkansas law.



FEDERAL TRADE COMMISSION INVESTIGATION.—Professor W. B. Munro, Harvard, chairman of the Committee on University Ethics, presented the following preliminary report:

The Committee on Ethics has been asked by the Council to submit at the Annual Meeting a report on the investigations made by the Federal Trade Commission during the past year, in so far as these investigations have raised questions affecting the integrity of the teaching profession.

The Committee feels that a full report, with recommendations, is not practicable or proper until the Federal Trade Commission has concluded its hearing in this matter; but meanwhile desires to assure the Association that the testimony is being carefully followed with a view to a comprehensive report when the time comes.

However, the Committee believes that the Association might appropriately place on record its vigorous condemnation of the undercover efforts which, according to this testimony, have been made by associations organized for propaganda to utilize college teachers and textbooks in furtherance of their own ends. Likewise, it expresses its belief that teachers or textbook writers who accept financial assistance from any such propagandist source, without frankly disclosing the relation which is thereby created, are equally open to censure.

In connection with the pending investigations, if it should develop that any members of the American Association of University Professors are seriously involved, it would seem to be the duty of the Committee on Ethics to recommend to the Council such specific action as may be deemed appropriate.

On recommendation of the Committee on Resolutions at a later session the following resolution was unanimously adopted:

After careful consideration of all phases of the problem of the investigation of the Federal Trade Commission on efforts to utilize college teachers as agents of propaganda, the Committee has decided to recommend that the resolution be referred by the Association to the Council for consideration and such action as it may deem advisable. In making this recommendation the Committee has been influenced by the following considerations:

The investigation of the Federal Trade Commission is not yet closed; evidence in rebuttal of charges has not yet been offered; and the findings of the Trade Commission have not been made. Under the circumstances, the Committee fears that the adoption by the

Association of any resolution at the present time—even one expressed in very general terms—might diminish the reputation which the Association has established of not taking action until it has before it all the relevant facts that can be obtained.

The Committee recommends, however, that the Council be requested to consider the advisability of the proposition and to issue to the press a statement showing that the Association's Committee on Ethics is actually following the testimony of the Trade Commission as well as conducting investigations of its own, and that when the time comes the Committee, after making all necessary investigations, will report to the Association its findings of fact and recommendations for such action by the Association as the facts thus disclosed may call for.

ACADEMIC FREEDOM AND TENURE.—Professor H. R. Fairclough of Amherst, chairman of Committee A, reported as follows:

The principles underlying the activity of this Committee have frequently been set forth in published reports, and are now so generally understood by the members of this Association that it is probably unnecessary to restate them. They may be found in several of our *Bulletins*, but particular reference may be made to the lengthy report published in December, 1922, and to the shorter report that appeared in February, 1925. In the latter *Bulletin* will also be found the report of a Conference on Academic Freedom and Tenure held under the auspices of the American Council of Education in Washington, on January 2, 1925, and attended by delegates of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

The mere enumeration of educational bodies that participated in the 1925 Conference indicates that considerable progress has been made in the formulation and general recognition of principles governing academic freedom and tenure and as a result the work of this Committee has been considerably simplified in recent years. There are, however, certain problems which still give considerable trouble, and which it may be worth while to specify on this occasion.

First of all, there is the annual contract, which is in vogue in



many educational institutions, and which in a number of our states is necessitated by state law. An illustration of this is to be found in the December *Bulletin* of 1928, which gives an account of an investigation recently conducted at the South Dakota State College of Agriculture and Mechanic Arts. The investigating committee reports that "there is no question but that the administration has a powerful weapon over the faculty in the form of the one-year contract. . . . Its existence and the power that its existence implies, the manner of its administration, and its historical background have tended to create a decided spirit of indecision leading to unrest and fear." In view of this and similar cases this Committee desires to emphasize afresh a principle which it enunciated as long ago as 1915, when it declared that "in those state universities which are legally incapable of making contracts for more than a limited period, the governing boards should announce their policy with respect to the presumption of reappointment in the several classes of position, and such announcements, though not legally enforceable, should be regarded as morally binding." Whether the local chapters of this Association in such states where the annual contract is due to state law could use their influence to have this law changed is a question for them to consider.

Another problem which has been brought very forcibly to the attention of this Committee is the power of administrative officers other than Presidents. Not infrequently, it would seem, Presidents, accepting without question the decisions of deans or departmental heads, dismiss or degrade members of the instructing staff, and on that account expect to escape responsibility for their executive actions. Thus far, this Committee has proceeded on the theory that the administrative head of the institution is to be held responsible for such action. At the same time, in the case of an unjustifiable dismissal due primarily to a subordinate administrative officer, the latter should not escape criticism.

The position of members of the instructing body lower than that of Associate Professor is, in the nature of the case, less firmly established than the higher grades, but it would be a mistake to suppose—as has been done—that this Committee is unmindful of their interests. Any case of injustice to a member, however young, is considered sympathetically by the Committee, which is ready to exert its good offices for the protection of all members of the instructing body. But it must be obvious that so far as tenure is concerned the lower grades must be less secure than the higher. As to academic freedom,

it is to be expected that administrative officers will become just as disinclined to violate the fundamental principles in the case of the young as in the case of the older instructors, and here we recognize the rule that young and old are alike entitled to the support of this Association.

One real difficulty that confronts this Committee is the general disinclination of members to serve on committees of investigation. When an investigation is undertaken, it is desirable that the committee in charge should consist of at least three members. But this is not always practicable, and indeed in many cases it is evident that all the essential facts can be gathered by two members or even by a single member, whose findings can be reviewed by the chairman of this Committee, and later by the Committee as a whole. This was the procedure followed in the South Dakota investigation.

As a result of the existence and activity of this Committee the general conditions of Academic Freedom and Tenure throughout the country are undoubtedly more satisfactory than they were a generation ago. Much, however, still remains to be done. Some of our academic institutions are still under the sway of local politicians, who know nothing of the standards and ethics of our profession, and with such people we must continue our struggle for their recognition. We seldom have legal power of redress, but we do have a powerful weapon in the publicity we can give to offending institutions. As regards "institutions of a denominational or partisan character," we recognize that they are on a different basis from the non-denominational college or university, but we adhere to the principle set forth by the Washington Conference alluded to above, that "specific stipulations in advance, fully understood and accepted by both parties," should "limit the scope and character of instruction."

The total number of cases handled by this Committee in 1928 is twenty-nine, of which nineteen have been new. Of these twenty-nine, twenty-four are now closed, leaving five as cases still pending for 1929.

It may be inferred from this summary that the position of the chairman of Committee A is no sinecure. It is, however, much less onerous than would be the case if the brunt of the burden were not borne largely by our legal adviser, Professor John M. Maguire of Harvard University, and by our General Secretary, Professor H. W. Tyler, without whose valuable and generous assistance the chairman's position would indeed be difficult.

ORGANIZATION AND CONDUCT OF LOCAL CHAPTERS.—The report of Committee E was presented by the chairman, Professor Edward S. Allen of Iowa State College:

The Committee on Organization and Conduct of Local Chapters was organized in 1927. In appointing the Chairman, President Semple wrote: "A very considerable part of our well-founded hope for the usefulness of our organization rests upon the development of local chapter activity. In the second place, I feel confident that we may look forward to a membership of at least 12,000, should we be able to assist in bringing to the attention of those who have no chapter organization the advantages to be obtained from an active and vigorous chapter in their midst." The Committee has used these words as a guide for all of its work.

We realize, to be sure, that we are far from doing all which Mr. Semple suggested. We have not, as a committee, made a general appeal for more members. It seemed wiser that we should first see how chapters could be made efficient and interesting, valuable to the members, to the institutions which they serve, and to the Association. Then, we hoped, the growth which we need could come of itself.

Neither has the Committee gone to the chapters or their officers with suggestions for improvement. To be sure, we handled a considerable amount of correspondence with chapters which asked aid or information. But, on the whole, we felt that we knew too little of the problems and needs of the branches, we wished first to learn what they had done, what they had tried in vain to do, what their ideals were—we issued a questionnaire. And the twelve topics of this questionnaire (which was printed in the *Bulletin* for December, 1927, and was sent to a member in each institution represented in the Association) furnish the framework for the present report.

1. *Is it wise to encourage all eligible persons to join the Association?*—Most answers were affirmative. Here and there the practice of a chapter indicates an active belief that if membership is good for one professor it is good for all. Public meetings stimulate interest, membership committees ascertain the names of all eligible persons and confer with them. One chapter now plans a card catalog of the entire faculty, with a record of invitation issued, response, membership, services rendered to the Association.

Scarcely any answers suggest that many eligible persons should be left uninvited. There is occasionally a feeling that the title "instructor" indicates such slight attainments in a particular school that

only professors of various ranks or only doctors should be asked. More often there is warning against urging membership on the apathetic, on those out of sympathy with the Association's well established principles, on those who would be inclined to hope for personal advantage from membership.

In view of the importance of an Association large enough to represent the whole profession, in view of its own need for greater membership, but bearing in mind also the harm which can be done by a few persons, unconvinced of our principles, the Committee recommends:

That except under unusual conditions, the various chapters systematically inform all eligible persons about the Association, invite them to join, but use discretion in urging them to do so.

That especial efforts at increase of membership be made where the existence of an active chapter depends on such increase.

2. *Chapters as centers for informal discussion of institutional policies.*—Here different answers reflect widely varied conditions in different institutions. Three replies stated that any discussion of an institutional policy was rigidly repressed. We have heard of one chapter in which By-law 6 (whereof we shall speak later) was invoked to prevent any such discussion—if communication with authorities was forbidden, there was no point in talking of such matters. This Committee certainly disagrees with that view, and believes, with a majority of its correspondents, that policies may well be discussed in chapter meetings. In general, it appears that the live minds of the faculties are members of the Association, and such individuals feel that it is wise to have some policies initiated in the local chapters rather than in smaller groups, also, at the outset, to have them discussed informally rather than under the parliamentary rules of the faculty meeting.

It is sometimes feared that the initiation of new policies in chapter meetings would cause the accusation "that a few are forming a ring to run things." So long as democratic procedure prevails in faculty meetings, this has, we feel, little force. If there has been a policy of inviting all eligible teachers to membership, its force is still further weakened.

Other methods for disarming criticism are: occasional invitations of administrative officers to meetings, care that discussions shall not implicate the chapter as an organization; and above all, the display of an intense, sincere, unselfish interest in the welfare of the institution.

But above the desirability of avoiding opposition, there stand the duty and privilege of maintaining freedom of opinion and of speech.

We therefore believe that institutional policies, being most important to our usefulness and welfare, can be appropriately discussed in chapter meetings.

3. *Chapters as supporters of principles of academic freedom and professional ethics.*—In the support of the Association's principles, the chapters are far more important than they often realize. A chapter which is very careful not to charge a violation of freedom without cause, but which is known to be ready to protest when there is cause—such a chapter is the most important ally of Committee A. In the institution itself the chapter will have established its right to protest if it has been a real help in the university's educational project. And if a local situation likely to develop trouble is observed, quiet investigation will be in place and may be very helpful.

The Committee on Academic Freedom and Tenure has, by its statement of principles in 1915, by its many careful reports, by its negotiations with the Association of American Colleges, come near to producing a satisfactory code on tenure and freedom. The Committee on Ethics, perhaps because its work has been less discussed by the Association, has not come so far. In neither case did a majority of our correspondents believe that the local chapters could wisely formulate codes on these subjects for their own guidance. A minority of some extent, however, do favor such formulation. This Committee would by no means discourage this undertaking; we merely urge that no such set of principles be published until after full consultation with the appropriate national committee.

In general, our recommendation is that chapters be both scrupulously fair and, on all due occasions, active in support of our ethical principles; and that the Committees on Ethics and on Academic Freedom and Tenure be consulted when matters in their respective provinces are considered.

4. *What should a chapter do for the encouragement of intellectual progress of students?* and, we might add, of the academic community? Some answered "nothing," as this seemed outside of the function of the chapter. This Committee sees no reason for excluding any activity likely "to increase the usefulness and advance the standards and ideals of the profession." The greater part of those who favored such chapter activity proposed investigation and discussion of topics on the program of Committee G and the like. These are of course fit



topics for faculty meetings also; but chapter gatherings have the great advantage of informality, and, often, of being part of the Association's national program. In a group of meetings, held recently at the University of Pittsburgh, each department evaluated its own work in conference with others. Although not organized by our Association, this is the kind of encouragement of intellectual life which our correspondents properly commended to the chapters.

Action may supplement discussion. Among the methods of action suggested were: cooperation with honor societies, promotion of honors courses and other incentives to better scholarship, recognition of honor students, encouragement of graduate study on the part of particularly good students. All these proposals the Committee approves. However, if, in any university, grades are felt not properly to measure individuality and vigor of thought, let the latter be emphasized rather than the office record.

Year in, year out, the main work of most active chapters will be this encouragement of intellectual life; and this Committee commends to them thorough consideration and discussion, cooperation with others in the same institution who have the same purpose, positive encouragement of the best teaching and study.

5. *Chapters as instruments of cooperation between schools of one neighborhood or between those under one board of trustees.*—Very few adverse opinions were received—for instance, that “politics belong to the administration.” Not many groups have united, but their number is growing. We believe it should grow. One chapter may help in the organization of another. Occasionally, several institutions are controlled by one administrative board. Only a conference among members of the separate faculties can bring such agreement on common desires as to justify their presentation to the board—and here this Association is the one natural body uniting the faculties. There may be questions of the relations of several colleges with one city or state government, or relations with all the secondary schools of the same state. We regard such cooperation as desirable for reaching agreement on common aims, and, furthermore, helpful in reducing any harmful spirit of rivalry.

6. *Donation of the Bulletin to administrative officers and trustees; other measures for improving relations with them.*—Replies were few, and in some of them the deepest pessimism in our whole correspondence was reached. “Nothing can be done to improve relations until administrative officers are chosen for reasons other than a native

genius for politics of a shadier sort;" the professors at another institution are too far removed from the administration "even to donate the *Bulletin*;" a third correspondent fears that the trustees may resent it as a form of "propaganda." Higher in the scale of cheerfulness are those whose chapters send the *Bulletin* to "selected officials" and "strategic trustees." On the whole, opinion, both of this committee and of its correspondents, distinctly favors donation of the *Bulletin* where there are no special reasons to the contrary such as have been suggested.

Trustees surely should be grateful for being helped in their work by "one of the best educational publications extant." In so far, however, as our aim is the improvement of relations with them, rather than the bettering of education in the schools, joint meetings are yet more strongly favored; these meetings are the one means for impressing on the trustees the cordial spirit which accompanies the high aim of the organization.

Incidentally, we would suggest that the lists of those to whom the *Bulletin* is given be corrected annually. Dead trustees can be neither educated nor entertained. A reminder may be in order that these subscriptions cost the chapter only a dollar a year.

We hope, then, that the chapters will do all that is feasible and wise in bringing trustees and our Association closer together.

7. *Frequency and type of meetings?*—The answers were naturally based upon present practice in the chapters rather than upon what might be more effective and more desirable. The Committee would have valued the expression upon the part of local officers of their opinion as to the better procedure, not only a statement of the actual practice. But perhaps the desirable can be fairly inferred from the general practice.

First as to the frequency of meetings: Of 40 chapters which replied, 3 met weekly, 8 monthly, 4 not at all, and 25 at irregular intervals, which were most often 3 or 4 times a year. Quite obviously the number of meetings depended upon local conditions. A small college, with a large part of the faculty enrolled in the chapter, may be so harmonious that discussions at faculty meetings are full and frank, covering most of the many subjects that the chapter is concerned with. Chapter meetings in such a case are needed only to ensure cooperation with other institutions, to ensure the benefit of their experience, and to aid in general enterprises. Two meetings a year might seem to suffice for this end.



On the other hand, even in a small college, if faculty meetings are seldom held, and concerned only with local routine matters, the chapter meetings may easily be made of significance by affording a stimulating opportunity for general discussions of broad educational policies. Moreover, in small colleges the counter attraction of other professional meetings, lectures, clubs, associations, etc., is likely to be less than in the universities, and so the chapter attendance can be larger, more regular, and the results more directly helpful. If the chapter occasionally secures a good speaker from outside, there is a double advantage to the small community, where visiting speakers are not as common.

In large institutions, likewise, the local situation may seem to vary just as much. The necessary professional engagements and attractions are so numerous and pressing that faculty members find it very difficult to add another regular engagement oftener than two or three times a year. The claims of sub-faculties, committees, department meetings, etc., tend to make each member less ready for general discussion of broader educational questions. The deceptive claims of "efficiency" and "results" lessen the willingness to confer about broad educational questions without immediate action. Hence chapter officers are content to plan for only one or two meetings, considering the organization chiefly as a last resort, for use in an emergency.

On the other hand, in a large institution the faculty is likely to be so large that full and frank discussion of even pressing problems is practically impossible. A few of the older experienced men, in closer touch with the administration, do most of the talking, and policies are determined by small committees. The great majority of the faculty have no real opportunity to hear all sides of a question, to consider the methods and results at other institutions, and to become accustomed to lose the prejudices of a specialist in favor of the all-round broad-mindedness of an educational expert. In such a case the local chapter can give just the opportunity needed to the submerged nine-tenths of the faculty. Without doubt, moreover, the dominant tenth would be represented in the chapter, and would find that its discussions would gain valuable support for new policies that were deserving of cordial trial.

With some exceptions, then, in the case of institutions having peculiar local conditions, the committee believes that regular and reasonably frequent meetings of a chapter are important. At least

twice a semester for all institutions whatever their size, if possible eight times a year, would not be too often to meet, if good programs are carefully planned beforehand by the officers.

We are glad, at this point, to recall two suggestions made at Cincinnati on the choice of suitable topics. One came from a delegate who, as secretary, had sent the following questions to every member: "What subject or subjects of discussion would you be interested in? Which, if any, of the above topics would you care to discuss? Which of those topics would you like to have discussed most?" This, a very democratic procedure, proved highly satisfactory. Another delegate wished for help from on high—namely, that the Secretary furnish a motive for one thoroughgoing business meeting a year. It has seemed to many readers of the chapter letters that several such motives are already furnished—perhaps an occasional one should be labeled "of maximum importance."

At times we hear that a chapter is not needed, because another organization performs its functions. We do not believe that any other one can do this completely. However, joint meetings with other societies of kindred interests may often increase the value and reputation of the Association and avoid an excess of gatherings. There should, of course, certainly be enough meetings of the chapter alone to preserve its identity and vitality.

As to the type of meetings: There is overwhelming evidence—36 votes out of 45 making definite reply—that full and free discussion is of first importance. A live subject having been chosen, it may be presented either by a special speaker, local or from outside, or as the report of a committee. But ample time should always be left for discussion; and to secure most valuable results, the presiding officer should encourage younger or more reserved members to participate frankly.

Occasions may arise when the chapter will wish to formulate its opinion through definite votes. Such action frequently guides discussion and makes it more pointed, more valuable. On the other hand, the effect of voting may be to convert discussion into partisan argument, and prevent that liberal minded reception of new ideas which in general should be the best product of the meetings. Conference rather than debate should be the usual plan of the meeting, with enlarged intelligence and greater educational wisdom the desired end.

To sum up: As to number of meetings, we suggest no particular figure, but merely that they be so frequent and regular as to maintain

a live organization. It should be planned that important matters be presented interestingly; and it is important that free discussion be encouraged.

8. *Should By-law 6 be amended to allow certain types of communication with local authorities?*—The majority opposing the amendment was greater than that on any other question. Nevertheless, in view of the insight we have gained into the life of various chapters and in view of the counsel of our wise and experienced secretary, Professor Tyler, we believe that a change is desirable.

A chapter strictly obeying this By-Law must refrain from inviting the president of the university to dinner. Indeed, we have already mentioned one chapter in which it was held that this By-Law implied that local affairs must not be discussed; for, it was said, there is no point to discussion if its outcome may not be repeated. On the other hand, many chapters have not attempted strict obedience. They have understood that its main, perhaps its sole, purpose was to prevent the chapters from embarrassing the Association, and have interpreted it accordingly. Thus, one chapter has formally notified the president of the university of the opinion of its members. In a second institution, the administration seeks and is guided by the opinion of our Association. The officers of yet another chapter, desiring to instil life into it, asked the president of their university how the chapter could serve the institution. They were given the task of investigating the academic standard of living. The chairman wrote: "We have consulted freely with the president and with other administrative officers of the university, as our standpoint is that we are not making an attack of any sort but, with full cooperation and assuming their interest, are trying to throw light on actual conditions, so that all may see what improvements in the academic status are needed."

Feeling that such cordial relations should be encouraged, not forbidden, we commend to the Association the following amendment, of which the Secretary of the Association is the author: Chapter officers shall in general not make recommendations to administrative authorities of their institutions. Matters of general import should be referred to the Council of the Association, and in matters of purely local interest professors should act as members of faculties rather than as members of the Association.<sup>1</sup>

<sup>1</sup> After discussion, the following By-Law was adopted: Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of chapters should in general act in their individual capacity as members of faculties rather than in the name of the chapter.

9. *Assurance of cooperation of chapters with the Association.*—So far as we can learn, everyone favors it. And yet, a large part of the inquiries sent out by the Secretary and the Committees are not answered. The ambitious personnel directory, undertaken in cooperation with the American Council on Education, failed largely because our members did not give the information asked of them, nor see to it that their colleagues cooperated. Obviously, any placement service which the Association may undertake will call for our active interest.

We urge, above all, that the importance of the Association's work be kept in mind, that it be remembered that our central office and committees function well only as parts of a democratic enterprise. Some chapter officers feel that so much time elapses between receipt of an inquiry and a chapter meeting that the chapter's opinion will be sent too late. We suggest that each chapter have an executive committee to give provisional answers at once. If, then, the matter is important, they can later report on the result of a general discussion.

This Committee wishes, in this connection, to thank all its correspondents, and especially those chapter officers who mailed duplicates of our questionnaire to all members; the responses of those chapters were especially valued.

10. *Form and amount of financial support of chapter work by the national body, including expense of delegates.*—In 1927, chapters were entitled to \$.25 per member and the allowance of transportation expenses of one delegate per chapter for distances in excess of 200 miles up to a maximum of \$50. This arrangement supported much valuable chapter work, and brought to Cincinnati enough delegates for a large meeting, full of hopeful, purposeful discussion. But the burden was greater than the Association can bear every year; and, on the other hand, we find a few chapters suggesting an increase of allowance above \$.25, of transportation maximum above \$50, or a decrease of the unpaid radius below 200 miles. We would point out, first of all, what the chapters themselves can do. They are the agents for increase of membership. Every new member means both an increase in the normal rebate to the chapter and an increase in the Association's ability to be liberal. In the second place, they may establish local dues (not above a dollar) to support local work, and in most cases, thus ensure the attendance of a delegate at each meeting.

The national Association could, as two correspondents pointed out, increase dues—it may be that some local chapters would then corre-

spondingly decrease their fees. Another measure suggested to us seems eminently fair. If the resources of a chapter and the aid to which it is entitled will not make it possible to send a delegate every year, let the amount which it would have used for this purpose accumulate to its credit, so that two years' subvention may bring a biennial representative. Of course the income from local dues can accumulate in this way; can not the claims on the national treasury do so likewise?

Aside from this, we feel that we should leave financial questions to the national officers and the Council.

11. *Chapters as sources of information and recommendation in regard to the economic condition of the profession.*—In general, replies indicated that chapters should be ready to act as such sources—in other words, to assist in and supplement the work of Committee Z, even as they always support Committee A. Some of the chapters favoring service to their universities cited examples of their discussion of pension, retiring allowance, or salary scale prior to the adoption of policies on these matters by the institutions.

We would recommend, that, in addition to the general aid to be given to the Association's officers and committees, local chapters should serve one another in furnishing information, and that the members should feel under peculiar obligation to be informed of the economic conditions, practices, and tendencies in the profession and should contribute the information to their institution, collectively, as a chapter, according as the local situation warrants.

12. *Further suggestions for improving the Association and its chapters: Federations of chapters.*—Finally, we asked for any further suggestions for improving the Association and its chapters. Aside from matters already considered, we received the proposal for state-wide federation of chapters. If the committee does not favor this unanimously, it is because of the fear of too much machinery. Nevertheless, there are situations in which cooperation will reward the effort. In many states the various colleges have common problems, in that they draw students from a common source. Such federations might be instrumental in the formation of new chapters in their region. Various institutions in the same state, sometimes different ones under a common board of trustees, suffer from needless jealousy and rivalry. Just as some chapters report that they have, by their informal meetings, ended such feelings in their own faculties, so cooperation of neighboring chapters may well be salutary.



#### AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

*Chapter constitutions.*—Many chapters have found constitutions valuable aids to regular work, and a number of constitutions have been printed in the *Bulletin*. One branch has thought of legal incorporation as an even greater guarantee of permanence. This Committee feels that conditions differ too widely from one school to another for us to write uniform specifications on such matters. From one chapter we have learned that continuity of policy is secured by the election of but a part of the officers each year; another secures life and freedom in its discussions by never cutting off debate. But these are, of course, merely suggestions to others. Energetic, conscientious, frank, tactful officers will cause a chapter to thrive, regardless of laws.

*Duplicates of chapter letters.*—A number of chapters receive enough copies of the office's chapter letters to supply them to all members. In this way each member knows more quickly the plans and problems of the Association and is likely to feel less remote from the central office. However, we do not believe that these benefits will certainly follow in all cases. The officers of each chapter had best ascertain the interest and desire of their members and decide accordingly.

*Desirability of active chapters.*—With all the suggestions which we make here, we fear that some chapters may feel that we are restricting their autonomy, their right to decide how much and what activity is desirable. This we would be loath to do; and we hope merely that each group will take from our report of what others think and do that which is valuable in its own special situation.

Yet some members have given grounds for inactivity which, we feel, are invalid. For their sake, and in general to make the position of chapters in the Association and in the universities clear, we conclude with a brief statement on the value of chapter organization.

That no "trouble" is present or expected in an institution is, of itself, no reason for inactivity. As an Association, we fight for our most important rights when we must. But most of the good we do is of other kinds, and there is no project of the Association in which chapters cannot help.

The chapter groups, working together, are very important agents in forming a powerful, informed body of opinion among the university teachers and investigators of America; for this is the only association which unites teachers of all subjects, men and women alike, from the whole country for informal discussion. This fact of our unique

position answers those who believe that other organizations can completely replace our chapters.

The Association's principles on academic freedom, tenure, ethics, are known to be high; they can be effectively realized only if all branches actively support them. A chapter which does fall on evil days is helped mightily by the fact that it was, and others are, strong in spite of prosperity.

Through the life of the chapters, its members and the national officers learn which persons are willing, able workers for the good of scholarship and their profession. Only thus can the best men and women be known, and invited to serve the Association through the Council, the *Bulletin*, and committees.

An intelligent, live chapter adds to the prestige of the Association in its own institution; it adds to the prestige of the institution among the members of the teaching profession.

COPYRIGHT LEGISLATION.—Professor H. G. Doyle,<sup>1</sup> George Washington University, chairman, presented the following report of the Special Committee on Copyright Questions.

1. The Vestal Bill, introduced into the 69th Congress (H.R. 10,434) by the Honorable Albert Vestal, chairman of the House Committee on Patents, was re-introduced in the 70th Congress (H.R. 8912) and is still pending. This is the general copyright revision act, on which extensive hearings were held in April, 1926. At that time opposition was expressed by your chairman, in the name of the Association, especially to the provisions of section 30 of the proposed law, which would have seriously impaired the privileges now enjoyed by university libraries and other educational, literary, scientific, or religious agencies, of importing "for use and not for sale" not more than one copy at a time of books published abroad. Just before leaving Washington, I was informed by Mr. Vestal, the author and sponsor of the bill, that there is no likelihood of action on the bill before the close of the present session, which ends on March 4. It seems reasonable to suppose, therefore, that no action is likely or even possible before the next regular session of Congress, which will convene in December, 1929.

I believe that the Association should maintain a firm attitude of opposition to any restriction of the import privileges now enjoyed by

<sup>1</sup> The other members of the Committee are Professors John C. French, Johns Hopkins University, Louise Kelley, Goucher College.



educational and learned agencies, and recommend that your committee be instructed to reaffirm this point of view upon all suitable occasions.

2. The question of adherence to the International Copyright Union is one that ought to be of profound interest to members of the Association and to the institutions that they represent. Although the Union has been in existence since 1886, the United States is not a member. An International Copyright Congress was held at Rome, Italy, in May, 1928, and on June 21st a new Copyright Convention was signed by thirty countries, including the United States. The signatory nations have until July 31, 1931, to ratify the treaty. With the exception of certain new provisions intended to give authors the sole right to authorize radio diffusion of their works, the Convention is largely identical with the Berne Convention as amended and signed at Berlin on November 13, 1908. A bill (H.R. 9586) was introduced in January, 1928, authorizing the President to effect and proclaim our adhesion to the Convention creating the Union, as established in 1886 and revised in 1908 and 1914. This bill is still pending. It is probable that another bill has been or will soon be introduced authorizing adherence to the Rome Convention, as it has been reported that Representative Bloom, a member of the American delegation at Rome and of the House Committee on Patents, intended to introduce such a bill.

I should like to quote at this point from a summary of the copyright situation for which I am indebted to Professor Karl Fenning, former Assistant to the Attorney General in charge of patent and copyright matters, former Assistant Commissioner of Patents, and now Professor of Patent Law in the Georgetown University Law School:

"Although there has been an International Copyright Union since 1886, the United States has never adhered. A bill, known as H.R. 9586, was introduced into the House of Representatives in January, 1928, authorizing the President to effect and proclaim the adhesion of the United States to the convention creating an International Union for the Protection of Literary and Artistic Works organized in 1886 and revised in 1908 and 1914. The bill further gives to foreign authors, not domiciled in the United States, who are citizens or subjects of any country which is a member of the International Convention, or authors whose works are first published in and enjoy copyright protection in convention countries, the same rights and remedies in

the United States as citizens of the United States have under copyright laws. It is further provided that such foreign authors shall not be subject to the performance of any formalities in order to secure copyrights, and that such authors shall not be required to comply with the provisions of the United States laws as to publication with notice of copyright, deposit of copies, registration of copyright or manufacture within the United States.

"No effort is made to amend the copyright laws to relieve authors resident in the United States from the burdens of the formalities required by our copyright law with respect to notice, deposit, registration, and manufacture within the United States. Obviously, this gives foreigners a material advantage over United States citizens. This is done in an effort to secure, under the Convention, foreign copyright protection for matter copyrighted in the United States by United States authors in a way and to an extent that cannot be accomplished under the present law. It means in effect, however, that substantially everything published abroad will be immediately and automatically copyrighted in the United States although no way is provided for residents of the United States to obtain notice that it is copyrighted.

"The American Patent Law Association and the National Publishers' Association (periodicals), as well as the American Bar Association, are opposed to such a law. Some individuals, however, notably book publishers and some composers, as well as the Register of Copyrights in the Library of Congress, are advocating the passage of the law on the ground that it is worth while giving protection to a foreigner without any formalities for the sake of getting foreign protection for our own authors, the theory being that we have ceased to be chiefly an importer of literary property, but are now giving to the world more than it gives us. Of course, a practical difficulty is that there is no convenient way of discovering whether anyone is free to use or to copy matter appearing in a book or a picture, drawing or other artistic work. When the copyright protection expires such matter is free to any one, but if no notice of copyright is included in the book, etc., and there is no registration of copyright it is almost impossible to determine whether the matter is copyrighted and if the copyright has expired. Likewise, it is almost impossible to determine who owns the copyright and from whom authentic permission to use or to reproduce may be procured."

I should also like to quote from the testimony of Dr. Harrison E.

Howe, representing the American Chemical Society, at the hearings on the Vestal Bill in 1926:

"The American Chemical Society is an organization of 15,000 men and women engaged in the pursuit of chemistry in industries and universities and wherever chemistry is employed. We also favor the stand of the American Library Association in the matter of importation, but we have a further objection to the bill, as we read it.

"If upon the mere existence of any writing, it automatically becomes copyrighted, without any formality whatever, we can foresee great difficulties that may arise, unless the author is required to conform to some slight formalities, so that we may know on the appearance of a manuscript whether or not he consents to reprinting without compensation or whether he expects some arrangement to be made for reprinting his material. We believe that if a writer desires some protection for what he has created he should be willing to go through the formality of making a statement. . . as to whether he expects to be compensated for the reprinting of that material. Otherwise, we can foresee all sorts of difficulties in the publication of scientific material."

The idea of American membership in the International Copyright Union is one that has a natural appeal to scholars and scientists. Opposition to such membership on narrow nationalistic grounds would probably meet short shrift at the hands of this or any other organization of teachers and scholars. Without necessarily accepting the point of view expressed in the quotations just made, however, it is evident that there is a definite difference of opinion on the matter of formalities in copyright procedure. Yet the principle of copyright without formalities is apparently of the very essence of the Copyright Union. The same situation exists with regard to the extension of the term of copyright to the life of the author and fifty years thereafter, which again is apparently an essential feature of the Copyright Union. In both these matters the policy of the International Copyright Union, if not its fundamental philosophy of copyright, would seem to be at the opposite pole from that which has prevailed in this country for 150 years. Entrance into the Union would, therefore, involve important changes of policy and procedure.

In view of the fact that this important matter, involving as it apparently does fundamental questions concerning which there seems to be considerable divergence of view, has not in my opinion had sufficient discussion by the membership of this Association, I therefore recommend:

(1) That the committee be enlarged to five members and continued; and

(2) That provision be made for securing more complete discussion of copyright problems by local chapters of the Association and obtaining full expression of the point of view of the membership on these questions.

COOPERATION WITH LATIN-AMERICAN UNIVERSITIES.—The report of Dr. L. S. Rowe, chairman of the Committee, was read, in his absence, by Professor Frank Callcott of Columbia:

Your Committee desires at this time to make a report of progress.

The interest felt in all parts of the Americas in fostering the interchange of professors and students, and closer intellectual relations generally, is shown by the fact that the Sixth International Conference of American States held at Havana in January last adopted a resolution providing for the establishment of an inter-American Institute of Intellectual Cooperation, on a much smaller scale but on the same general lines as the Paris Institute of Intellectual Cooperation. The first duty entrusted to the proposed Institute is to encourage and systematize the exchange of professors and students between the different countries of America and to promote the study of each other's language, history, geography, literature, etc.

The form of organization of the Institute and its location will be determined by a congress of university presidents, deans, and other educators which it is hoped may be convened in the near future. Your Committee will welcome any suggestions as to ways in which the Institute can best promote closer relationships between universities and other institutions in the fields of arts, letters, and science.

Recent information with reference to the matters entrusted to your Committee has been secured through the visit to the leading countries of Latin America by the Chief of the Educational Division of the Pan American Union. The report made to the Chairman of the Committee by Miss Heloise Brainerd indicates that South American universities still receive more professors from France than from other countries, although other European nations are represented. These exchanges are fostered by France through special Institutes at the Universities of Rio de Janeiro, Buenos Aires, and Lima, while at the University of Buenos Aires there are also Spanish, Italian, German, English, and American Institutes, the last-mentioned having been formed quite recently by Argentine friends of the United States.

Considerable interchange of professors is also going on between neighboring countries, especially between Argentina, Chile, Uruguay, and Brazil, and an Argentine-Paraguayan Institute was organized a few months ago. The University of Mexico has French and Spanish Institutes, with prospects of similar arrangements with Italy and Argentina, and has invited several American professors to lecture during the past few years. The summer courses for Americans provided by the University of Mexico are well and favorably known, and various student exchanges are developing between Mexican and American institutions, especially in California and Texas.

The Argentina-American Cultural Institute has commenced its labors by giving a series of lectures interpreting American intellectual life and culture, and by sending to the United States a group of about twenty men and women in university and professional circles on a species of "good-will tour." This group will arrive in New York on January 15 and remain in this country until the latter part of February, visiting such of our educational centers as their time permits. It would be a splendid thing if a similar group from American universities were to make a return visit.

There is a keen desire in South America to receive the visits of distinguished American educators, scientists, and literary men who can interpret the intellectual life of the United States in the same way that French scientists and scholars are doing for France. In this respect the Carnegie Endowment for International Peace is rendering an invaluable service by sending to Latin-American countries such men as Dr. David P. Barrows, whose lectures last summer made a splendid impression. It is also very important that more Latin Americans should be enabled to pursue advanced studies in the United States by the granting of fellowships and travel allowances, and that such students should not be required to work for American degrees, but rather allowed to take such special courses as fit their individual needs.

Very few American students have attempted to enter South American universities, but there is a disposition to offer them needed facilities whenever there is a demand. There will probably be an opening for a student-assistant competent to give courses in American literature at the College of Letters and Education which it is planned to open soon at the University of Quito, Ecuador.

Your committee has noticed with deep satisfaction that the University of Texas, Yale University, and Stanford University have



established special professorships of Latin-American literature. It is hoped that other institutions will recognize the importance of providing greater facilities for specialized Hispanic studies.

ASSOCIATION OF AMERICAN COLLEGES.—President W. W. Boyd of the Western College for Women and President W. M. Lewis of Lafayette College were present at the meeting as delegates from the Association of American Colleges. Both spoke briefly, expressing their satisfaction in the increasingly cordial relations between the association of teachers and the association of administrators, and inviting the Association of University Professors to send delegates to the meeting of the Association of American Colleges in Chattanooga, on January 10.

INSTITUTE OF INTERNATIONAL EDUCATION.—Dr. Stephen Duggan, Director, described recent activities of the Institute and made special reference to the approaching visit of twenty professors from universities in Argentina who will inspect American universities and colleges.

AMERICAN COUNCIL ON EDUCATION.—Dr. C. R. Mann, Director, told of the completion of the Foreign Language Teaching Study and discussed various activities of the Council at home and abroad.

PENSIONS AND INSURANCE.—The following votes were passed:

That inasmuch as a further reduction in the scale of retiring allowances of the Carnegie Foundation has been publicly foreshadowed, Committee P be instructed if such reduction should be officially announced, to report to the Association as soon as practicable on the causes of such changes and the action which is consequently advisable on the part of individuals and institutions.

That the Committee be authorized to employ such actuarial assistance as may be needed subject to the approval of the Council as to the expense involved.

ELECTION OF OFFICERS.—Professor H. C. Warren of Princeton was elected Vice-President of the Association. Ten members of the Council were elected to serve for three years: Professors, B. H. Bode, Philosophy, Ohio State; M. T. Bogert, Chemistry, Columbia; A. L. Bondurant, Classics, Mississippi; H. S. Conard, Botany, Grinnell;

H. G. Doyle, Romance Languages, George Washington; P. O. Ray, Political Science, California, Berkeley; F. K. Richtmeyer, Physics, Cornell; Joel Stebbins, Astronomy, Wisconsin; H. S. White, Mathematics, Vassar; H. V. Wilson, Biology, North Carolina.

CONSTITUTIONAL AMENDMENTS.—The amendments of the Constitution and By-Laws recommended by the Council were adopted and have been published in the January *Bulletin*. Certain additional amendments in connection with plans for the permanent office were presented and laid over.

VOTE OF THANKS.—The thanks of the Association for many courtesies received were extended to Columbia University, the Casa Italiana, and the Local Committee.



## REPORT OF THE COUNCIL

The Council held several sessions at the Annual Meeting in Cincinnati, December, 1927, and during 1928 has conducted business by correspondence and by two meetings in New York City on May 12 and November 17.

The principal matters dealt with during the year have been as follows:

*Committee Business.*—Voted to reconstitute the committee J on Intercollegiate Athletics as a distinct committee; further steps have been deferred pending the publication of the report now in preparation by the Carnegie Foundation. Voted to recommend the discontinuance of Committee G, Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates.

New chairmen have been appointed to Committees F, Admissions of Members; K, Systems for Sabbatical Years; R, Encouragement of University Research; T, Normal Amount of Teaching and Research; Z, Economic Condition of the Profession and Income Tax Questions.

The Council has discussed with the Chairman of the Committee on Ethics what action, if any, should be taken in regard to professors reported to be engaged in propaganda for public service corporations.

*Permanent Office.*—At the last annual meeting it was voted to be the sense of the Council that the Association should have a permanent office with a secretary available for full time service as soon as appropriate arrangements could be made. This resolution having been subsequently approved by the Association, the Council has voted in favor of establishing the office at Washington, D. C., and arrangements have been made for rental of rooms at 26 Jackson Place and for the transfer of all material from Cambridge about February 1, 1929. The present Secretary will have charge of the office during the spring, being granted leave of absence by the Massachusetts Institute of Technology. Arrangements for the latter part of the year are still the subject of negotiation.

*Appointment Service.*—At the May meeting of the Council it seemed important, after discussion, to refer this problem to a special committee, which has, under the chairmanship of Professor Joseph Mayer, Treasurer of the Association, studied the problem with much care and reported at the November Council meeting.<sup>1</sup>

<sup>1</sup> See page 95

*Membership.—Constitutional Amendments.*—The amendments relating to membership presented at the Annual Meeting of 1927 and referred back to the Council have been duly considered and the conclusions of the Council are expressed in the revised draft published in the October *Bulletin* and in the program for the present Annual Meeting.

Members on the list as not in university connection or in institutions not in the accredited list have been notified of transfer to the new list of Associate Members, in case the proposed amendment should be adopted. Most of them have been very willing to accept whatever conclusion the Association should reach, but in a few cases resignations have been presented.

Five members have been added to the Honorary list, and others are presented to the Council at this time for such transfer.

A proposal for a new section of Article VIII, providing for termination of membership, was referred to the Committee on Ethics and its recommendation has been received.

## SECRETARY'S REPORT

During 1928 the Secretary has conducted the usual correspondence with officers, committees, and members.

*Chapter Letters.*—Eight letters have been addressed to Local Chapters during the year, dealing with the following topics among others: distribution of the reports of the Annual Meeting by delegates from the chapters; plans for 1928, with the suggestion of visits by members of the Council; the permanent office problem; the eligibility of administrative officers; the relation of chapters to nomination and election of members; the desirability of executive committees for chapters; support of copyright legislation; the problem of placement service; a suggestion of conferences of members of the Association participating in summer school work at certain institutions; encouragement of nominations; plans for the present Annual Meeting.

Chapter letters have been supplied in duplicate to 970 members in 28 chapters. Twenty-five chapters subscribed for reports of the Annual Meeting at Cincinnati. Nine letters have been addressed to the Council as indicated in its report.

*Bulletin.*—The editorial work has been conducted on the basis indicated in the last report. Professor Coffman having found it necessary to be relieved of responsibility for reviews, the work has been carried for the balance of the year by Professor Austin Warren of Boston University. With the transfer of the permanent office to Washington, some modification in the direction of a wider distribution of the review work seems probable. The edition has been 7600; paid subscriptions have numbered 279, including 174 for administrative officers and trustees, through local chapter subscription.

The Council, having authorized the introduction of advertising, letters have been addressed to various publishing houses with a view to including advertisements in 1929. The question of a possible change of form has been under discussion, with a decision to limit such change to the cover.

The Secretary has attended, as one of the representatives of this Association, the annual meeting of the American Council on Education at Washington and has also visited the local chapter at Princeton.

With temporary release from other duties the Secretary hopes to carry on the increasing work of the Association in the new office at Washington in a more adequate way than has been possible heretofore.

The statistics of membership are as follows:

Membership January 1, 1928.....		6468
Deaths.....	47	
Resignations.....	182	
Memberships lapsed.....	148	
Transfer to honorary membership.....	4	381
		<hr/>
		6087
Reinstated.....	17	
Elected to membership.....	792	
		<hr/>
Membership January 1, 1929.....		6896
Honorary.....		83

H. W. TYLER, *Secretary*

## TREASURER'S REPORT

The following statement of Income and Expenditures for the fiscal year ending December 31, 1928, is submitted by the Treasurer, as his Report for the year. The accounts of the Association for the year 1928 have been duly audited by Professors C. H. Porter and M. J. Shugrue of the Massachusetts Institute of Technology.

### STATEMENT OF INCOME AND EXPENDITURE

(from January 1, 1928 to December 31, 1928)

<i>INCOME</i>	<i>1927</i>	<i>1928</i>
Receipts from annual dues.....	\$18,694.83	\$19,016.35
Receipts from sale of <i>Bulletins</i> .....	653.22	638.25
Receipts from sale of reports.....	90.00	125.00
Interest received on Checking Account.....	163.10	118.30
Interest received on Savings Account.....	356.74	431.74
Interest received on Life Membership Account.....	65.42	76.41
Interest received on Liberty Bonds.....	106.25	106.25
<i>Total Current Income</i> .....	<u>\$20,129.56</u>	<u>\$20,512.30</u>
 <i>EXPENDITURES</i>		
Bulletin.....	\$ 8,947.42	\$ 8,698.72
Secretary's office.....	4,833.05	4,798.38
Treasurer's office.....	832.69	894.91
President's office.....	45.77	220.00
Committee expenses.....	1,305.21	1,275.50
Annual Meeting.....	3,872.58	1,287.68
Executive Committee.....	204.99	675.67
Chapter Rebate.....	1,031.25	472.40
American Council on Education.....	151.34	157.87
Publicity.....	429.97	280.00
Miscellaneous.....		44.13
<i>Total Current Expenditures</i> .....	<u>\$21,654.27</u>	<u>\$18,805.26</u>
 <i>SUMMARY</i>		
Checking account		
Balance, January 1, 1928.....		\$ 943.25
Add, Refund on Account, 1927.....		27.77
Add, Current Income.....		20,512.30
<i>Total</i> .....		<u>\$21,483.32</u>
Less Expenditures.....		18,805.26
Balance, December 31, 1928.....		<u>\$ 2,678.06</u>



Invested Reserve		
Balance, January 1, 1928 (unchanged).		\$12,094.49
Life Membership Fund		
Balance, January 1, 1928.....	\$ 1,661.42	
Added, during year.....	82.32	1,743.74
<i>Total Assets</i> .....		\$16,516.29

NOTE: Both the invested Reserve and the Life Membership Fund are deposited in the Special Interest Department of the Harvard Trust Company, Cambridge, Mass.

JOSEPH MAYER, *Treasurer*

## HAMLIN UNIVERSITY

The following case has recently been considered by Committee A.

In June 11, 1928, President Alfred F. Hughes of Hamline University, St. Paul, Minnesota, wrote to Dr. Gregory D. Walcott, who had been Professor of Philosophy at Hamline for over twenty years, informing him that the Board of Trustees at their annual meeting on that date had voted him a leave of absence on full pay for the academic year 1928-29, at the close of which, however, his connection with Hamline was to terminate. It was also suggested that within the year Dr. Walcott should voluntarily announce his resignation from the institution. No reasons for the Board's action were given at this time.

Without going into the full history of the case, it will suffice to say that at Dr. Walcott's request the matter was referred to the chairman of Committee A, who discussed the situation personally with Dr. Walcott, and, later, with President Hughes and President E. W. Randall of the Hamline Board of Trustees. It was pointed out to these administrative officers that, in the case of the dismissal of a professor, especially if he had been on the staff so long, the procedure approved of by this Association required that formal charges should be drawn up, and the accused given a hearing before the Board. President Hughes agreed to this, and at Dr. Walcott's request wrote to him on Sept. 7, 1928, as follows: "This action was taken by the Board of Trustees upon my recommendation as President of the institution. I made this recommendation because of your inability to cooperate as a member of the faculty in carrying out the policies of the institution."

At the regular meeting of the Board on Sept. 11, 1928, Dr. Walcott appeared and was given an attentive hearing, while a group of alumni interested in his case were also heard. The Board, however, made no change in their decision of June 11. It should be stated that President Hughes, who had been in office only one year, has initiated a vigorous policy to emphasize the importance of a religious element in the educational system of Hamline.

Dr. Walcott claims that he has been dismissed from Hamline on personal religious grounds, and this claim which is recognized in a circular letter to the alumni sent out by a committee of alumni on July 21, 1928, finds some support in a statement embodied in that letter, which was made by the Secretary of the Board of Trustees as

well as in a statement embodied in a letter written to an alumnus by a Vice-President of the Board. On the other hand, both President Hughes and President Randall assure the chairman that, while some individuals may have objected to Professor Walcott's personal religious views, the official action of the Board was based on no such ground, but merely on Dr. Walcott's failure to cooperate, as a member of the faculty, in supporting the aims of Hamline as an educational institution of the Methodist church.

That Hamline University is a Methodist institution under the patronage of the Methodist Episcopal Church is clear from its charter, and as to lack of cooperation on Dr. Walcott's part the charge is supported by the evidence both of a former colleague of Dr. Walcott's, and of two members of the Hamline faculty who are also members of this Association. On the other hand, there is considerable evidence favorable to Dr. Walcott from former members of the Hamline faculty. Many of the alumni too deny that Dr. Walcott has failed to live up to the highest ideals of the institution.

With the presentation of these facts the Committee has decided to carry the investigation no further. It is inclined to think that in distinctly denominational institutions a professor is under certain obligations which would not be recognized in those that are non-denominational. At the same time it is obvious that such denominational colleges should make a clear statement of their requirements when a professor accepts an appointment on their faculties.

H. R. FAIRCLOUGH, Chairman of Committee on  
Academic Freedom and Tenure

## NOTES AND ANNOUNCEMENTS

ASSOCIATION OF AMERICAN COLLEGES.—The December Bulletin of the Association of American Colleges contains an editorial on Teachers' Salaries based on the General Education Board report, a considerable number of book reviews, and an extended article by Professor A. C. C. Hill, Jr., of Springfield on "The Appointment of College Teachers," in which a plan having an interesting relation to our new appointment service is indicated. A list of references on Academic Freedom supplements that published in the Reference Shelf by the H. W. Wilson Company in 1925.

At the recent annual meeting of the Association at Chattanooga the Association of University Professors was represented by Professors L. R. Hesler of the University of Tennessee and D. W. Cornelius of the University of Chattanooga.

AMERICAN COUNCIL OF LEARNED SOCIETIES.—Bulletin No. 8 of the American Council of Learned Societies gives a list of the constituent societies and of the officers and committees of the Council. The report also includes information about the International Union of Academies and a list of 215 American learned journals, classified as follows (with descriptive paragraphs about each): Geography; Anthropology and Folk-Lore; Oriental Studies; Philosophy; Psychology; Philology (General and Classical, Modern); Archaeology and Numismatics; Political Science; International Law and Relations; Law; Economics; Sociology; History; Religion; Fine Arts (Music and the Theatre).

COLLEGE REGISTRATION IN 1928.—"An advance of two per cent in full-time students—the smallest annual increase since the war—is shown in reports just received from 216 colleges and universities of the United States and Canada which are on the approved list of the Association of American Universities," writes Dean Raymond Walters of Swarthmore College publishing in *School and Society* for December 15, 1928, his annual compilation of "Statistics of Registration in American Universities and Colleges."

"An analysis by states," he says, "shows that in twenty-six states there are more full-time students enrolled in approved colleges and universities of those states than in 1927, and in twenty-two states there are fewer such students." Tables accompanying the article

indicate that of the small colleges having enrolment up to 500 students, 24 report increases and 30 decreases; institutions of 500 to 1000 students, 30 increases and 31 decreases; institutions of 1000 to 3000, 34 increases and 22 decreases; institutions of 3000 students and upward, 27 increases and 18 decreases.

"As to the causes of decrease in enrolment," says Dean Walters, "various explanations have been suggested, such as agricultural and industrial conditions, the development of junior colleges, a trend, in certain areas, away from the small colleges to the state universities, and deliberate limitation of enrolment. . . . The figures in the next half dozen years must be awaited to determine whether a definite break has come in the rate of increase of collegiate enrolment. In this connection there is significance in the [diminishing] American birth rate. . . . Restricted immigration likewise is a factor. If these conditions continue both school enrolments and college enrolments will soon reach stationary periods.

"It may well be added that the present collegiate period, if it is a plateau, is nevertheless a plateau 25 per cent higher than it was five years ago and very markedly higher proportionately than any similar popular level reached in other countries."

CARNEGIE CORPORATION.—The annual report of the president of the Carnegie Corporation discusses the recent policy of the Corporation in part as follows: "There can be no question as to the general tendency for foundations to make their grants in support of specific enterprises, wherever these may best be carried on, rather than as contributions toward the general purposes of worthy institutions or organizations. How far the growth of these national bodies has influenced this tendency, or how far the tendency is responsible for their development, is not easy to say. In any event, gifts and subsidies from all sources to colleges and universities have increased so rapidly that the falling off in foundation grants for general purposes has become of relatively minor significance to the institutions themselves. In 1912, these gifts, as reported to the U. S. Bureau of Education, amounted to \$30,000,000. In 1926, the latest year for which the figures are available, this total had risen to \$118,000,000, of which more than \$72,000,000 was for endowment. This sum is in addition to \$116,000,000 raised by taxation and a somewhat larger total received from students' fees. The total endowments at the



close of that year for institutions of this character reached almost exactly \$1,000,000,000.

"The trustees of a foundation cannot regard themselves as relieved in any way by the development of these intermediate agencies from their responsibility as to the distribution of the income of the funds entrusted to them, but the new situation does raise important questions as to the manner in which this responsibility can best be met. Now that a foundation can count on competent and disinterested advice regarding most types of activity which it would naturally consider, it is in a position to give more definite attention to a broad study of the fields in which it can for the time being operate to the best advantage, and to the proportion of its available funds to be allotted to each." The conviction is expressed that additional foundations are forming, particularly foundations of relatively limited objective and not necessarily of large capitalization.

JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION.—The annual report for 1928 reviews the appointments from 1925. In regard to ages of Fellows, the largest group is from 31 to 35, 75 out of 168. The distribution of Fellows by states and institutions at the time of appointment is also given for 168 persons. The largest number from a single institution is 13 from Chicago, followed by 9 at the University of California.

COLLEGE ART ASSOCIATION.—The College Art Association of America has announced a fine arts competition open to college students of the Class of 1929. A maximum of ten awards will be given, each accompanied by a medal. There will be a first prize of \$1250, a second prize of \$500, and eight honorable mentions. Comprehensive examinations, on the basis of which the awards will be made, will cover four fields: Ancient Art, Medieval Art, Renaissance Art, and Modern Art. The examinations will be given in three parts, consisting of an essay, a general examination, and a factual examination.

Back of the proposal of the prizes, it is explained, is "the idea that such competitive examinations as these, over a period of years, may lead to somewhat greater uniformity in the teaching of fine arts. The College Art Association has already done much, through its annual meetings, to acquaint teachers with methods of instruction which have been found successful and to foster the exchange of ideas.

The establishment of the comprehensive examinations is a practical move in the same direction."

"SCANDAL SHEETS" AND CENSORSHIP OF STUDENT PUBLICATIONS.—At the Grand Convention of Pi Delta Epsilon, the national honorary collegiate journalism fraternity, held at Atlanta, Georgia, in December, the following resolutions were unanimously passed:

*Resolved*, that Pi Delta Epsilon go on record as taking an unfavorable stand concerning the publication of the types of "razz" or "scandal sheets" which bring the fraternity into public disrepute and into conflict with university or college officers.

*Resolved*, that the 1929 Grand Convention go on record as viewing with disfavor any policy of suppression of the freedom of the college press.

PROPAGANDA IN THE SCHOOLS.—Dr. Edwin C. Broome, superintendent of schools at Philadelphia, has been appointed by President Uel W. Lamkin, of the National Education Association, chairman of a Committee of Ten to investigate the use in schools of materials provided by outside agencies or organizations. The committee was authorized by the Association's board of directors at Minneapolis last July, in the following resolution:

*Resolved*, that the Board of Directors condemn the policy and efforts of agencies to put propaganda into the schools, and hereby authorize the president of the Association to appoint a committee of ten to prepare a report for the meeting of the Association in 1929 on the following points: (1) What principles of school administration should guide school authorities, and what principles of school procedure should guide teachers in handling material which might be classed as propaganda; and (2) what machinery, if any, needs to be set up on a local, state, or national basis to serve as a protection to individual school officers and teachers.

INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION.—The Bulletin dated August, 1928, outlines the work of sub-committees on University Relations, on Intellectual Rights, on Arts and Letters, on Science and Bibliography. The first of these includes exchange and reception of professors, teachers, and students; publication of an International University Guide; Holiday Courses; Post-University Scholarships; National University Offices; Coordination of Advanced

International Studies; International Students' Organizations; International Inter-school Correspondence.

A second section of the Bulletin deals with International Organizations, and a third with Intellectual Workers in Different Countries.

**TRENDS IN EDUCATION ABROAD.**—The Federal Bureau of Education has recently published a study by James F. Abel, specialist for the Government on foreign education. One of the marked movements since the War, he says, has been the establishment of certain official relationships in education made obligatory by treaties, constitutions, and laws. These have been accompanied by a general widening and strengthening of activity, official and unofficial, in international education affairs.

Another important development is the establishment of ministries of education and the development of administrative school organizations in the newly created nations, and various changes in the national educational offices of other countries. Closely connected with both of these is the evident willingness of the different countries to make substantial monetary provision for education at a time when many of them were forced into drastic retrenchments in their national expenditures or were even in a state of national bankruptcy.

The almost universal adoption of republican forms of government which followed the War naturally led to inquiries into the educational status of the people and their ability to understand and assume the obligations they were incurring, with the consequent discovery of enormous numbers of illiterates and near-illiterates and subsequent attempts of many kinds to give them at least the rudiments of an elementary education.

The ethnic minorities in Europe affected by the peace treaties amounted to about 16,800,000 people and some ten special treaties were drawn for their protection. It devolved upon the ministries of education of the governments concerned to work out administrative school policies to satisfy these international obligations. This international control of some phases of education, as applied to a considerable number of countries in Eurasia and demonstrated as successful, has an important bearing on future educational administration, support, and direction. The principles accepted by these countries will probably come into effect among countries on other continents where there are similar puzzling minority situations. They may be controlling factors in colonial educational policies, and

already they have made bilingual and multilingual school systems commonplaces in the educational world.

The best and most hopeful trend of these movements is that minority language questions are being taken out of the fields of politics and religion and placed in the hands of the professional educators where they rightly belong, and that the latter are approaching them from the immediate and pressing angle of providing proper school facilities under good administration, and second from the more important angle of making scientific investigations into the psychology of bilingualism and multilingualism so that better methods of teaching modern languages may be evolved.

CHINA INSTITUTE IN AMERICA.—The China Institute in America, established in 1926 with part of the funds from the remission of the Boxer Indemnity, is considering the enlargement of its scope by the creation of memberships and the placing of the work on what would be eventually a self-supporting basis. The activities of the Institute, whose headquarters are in New York City, run along four main lines: the dissemination of information concerning Chinese and American education; the promotion of a closer relationship between Chinese and American educational institutions through the exchange of professors and students; assisting Chinese students in America in their educational pursuits and helping American students interested in the study of things Chinese; the stimulation of general interest in America in the study of Chinese culture. Bulletins are published from time to time. Two of those which have excited particular interest are "One Hundred Selected Books on China" and "Theses and Dissertations by Chinese Students in America," which includes 568 titles.

## REVIEWS

### THIRD REPORT OF THE COMMISSION ON MEDICAL EDUCATION.—

How to go about the introduction of modern flexible and individualistic methods of instruction without risk of lowering standards established and maintained during the past twenty years by policies of careful prescription and rigid enforcement, is discussed in this Report of three committees appointed by the Commission on Medical Education. Chancellor Samuel P. Capen, of the University of Buffalo, serves as Chairman of the Committee on Pre-Medical Education; Professor Lafayette B. Mendel, of Yale University, is at the head of the Committee on Teaching in the Medical Sciences; and Dean David L. Edsall, Harvard Medical School, of that dealing with Clinical Teaching. Each chairman is assisted by four to six distinguished representatives of medical schools of the United States or Canada.

The three committees agree in their emphasis on pedagogical principles which are commonly accepted in elementary education, but are not yet extensively applied in colleges and professional schools. Suggested plans of instruction for all parts of the medical course are in harmony with the statement:

The present tendency is to develop self-reliance and responsibility in the student for his own training and to individualize that training on the basis of his ability, interests, and preparation. This means the discontinuance of the rigid class system and uniform time and course schedules and the substitution of small sections, personal contacts between students and teachers in the clinic, hospital, and laboratory, the use of tutors, counselors, and preceptors, reasonable freedom for reading, thinking, and elective work, the reduction of lecturing to a minimum, the encouragement of outside reading and independent work, the use of comprehensive instead of departmental examinations, and the postponement of specialized training until after completion of a general preparation. The present concept aims to develop sound habits as well as methods of independent study and thought which will equip the student to continue his self-education throughout life.

The Committee on Pre-Medical Education gives its attention chiefly to plans by which future doctors may obtain some general higher education and a knowledge of the biological and physical sciences without prolonging unduly the period of preparation for their profession. Medical schools have many more applicants than can be



accepted for training, and tend to select those with greater academic preparation. Thus the four-year college course may be followed by medical training and internship lasting six years. It is claimed that improvements in the organization of primary and secondary education, and elimination of unnecessary vacations would bring students to the professional schools at an earlier age.

In addition to proficiency in mathematics and English, the pre-medical student should emphasize the fundamentals of physics, inorganic chemistry, organic chemistry, and animal biology. The Committee declares that:

"A change in the methods of presentation and the motivation of the present courses rather than additions to them is needed, a question of different, not more, physics, biology, and chemistry, and of discrimination and selection in the subject matter presented and required. An unnecessary amount of laboratory work is required, particularly in the courses in qualitative and quantitative inorganic chemistry and in physics. The laboratory is too much used as a training in manipulation rather than as a device for illuminating and illustrating the subject and familiarizing the student with some of the general principles and methods."

The Committee on Teaching in the Medical Sciences states that:

"The conception of what the basic course in medicine should attempt is changing. The enormous increase in knowledge, the widening responsibilities of medicine, the development of various technical procedures for diagnosis and treatment, and the growing emphasis upon early treatment and the preventive aspects of practice make it quite evident that the basic course cannot possibly provide a student with an adequate knowledge or experience in all phases of medical science or practice."

The Committee concedes, however, that the present four-year course and internship supplies "an adequate body of knowledge and supervised experience and training, sufficient for a student to begin the practice of medicine with safety or to serve as a foundation for subsequent graduate education."

While the Committee recognizes that "the medical sciences form not only the foundation but the scaffolding of medicine," it insists that there has been a harmful tendency toward a too early presentation of details, and an over-emphasis on the technical procedures of laboratory work. It is urged that the medical sciences be presented first in a more comprehensive way, that greater efforts be made for

cooperation of faculties teaching different branches, and that the first more general presentation be supplemented by detailed studies closely related to clinical experiences.

The responsibility for seeking this detailed information should be placed largely on the students. However, student electives, conferences, and library work should be supplemented by faculty conferences and comprehensive examinations in order to promote the full cooperation of medical sciences and clinical training.

The Committee on Clinical Teaching places special emphasis on the introduction to clinical medicine, during which students gain experience in history taking and in the use of instruments of examination. It is insisted that "this early period of preliminary clinical training should be under the direction and supervision of thoroughly qualified members of the faculty in order to secure the most satisfactory results and to establish a sound basis for subsequent work."

The course in clinical medicine may counteract some of the evils of premature or excessive specialization. The Committee points out that "a large majority of medical needs can be handled adequately by a competently trained physician and a considerable fraction of the work of specialists is in reality general medicine." A broad, comprehensive course is desirable not only as a sound foundation for specialization, but also because it prepares the physician to meet the rapid changes which are taking place in medical practice and in the health needs of individuals and communities.

The need of learning to appraise the complex personal or social factors which influence sickness is another argument favoring the more comprehensive clinical instruction. The Committee repeatedly points out that the patient rather than the disease is the unit to be considered, as for example:

"The unit of medical practice and clinical study is not the disease but the patient. The approach to the problems of the patient in medical training should be non-specialized and the student should obtain early an appreciation of the economic, social, psychological, home, employment, and other factors which play such a large rôle in medical service and community health work."

Helpful, practical suggestions about methods of organizing clinical courses so that contributions of specialized fields may increase the values of a well-integrated, general course are given both in the report of the Committee on Clinical Teaching and in the Appendix. It is recognized that these new methods of training make heavy demands

on the time and devotion of the teaching staff, and that details of organization must vary with the resources and personnel of different medical schools.

LUCILE EAVES

SCHOLASTIC APTITUDE TEST COMMISSION.—The third annual report of the Chairman of the Scholastic Aptitude Test Commission of the College Entrance Examination Board constitutes not only a report of progress, not only a presentation of data concerning the numbers taking the test, their intended colleges, the examination centers, mean scores in the different sub-tests, correlations, and the like, but these pages give also an illuminating account of the problems, techniques, and accomplishments of the Commission.

Three features of the report are especially worthy of note. The first is the discovery (by the tetrad-difference method, originated by the English statistician, Spearman) of two different "group-factors" in Form A (1926 test) and Form B (1927 test). One of these two factors, the "five-nine" factor, stressing verbalistic aptitude, has much higher validity in predicting success in a liberal arts college than the "two-six" factor, stressing mathematical aptitude. Form C (1928 test) was, therefore, built around the five-nine factor.

Another feature of the report is the elaborate study which the Commission has made of the validity of test-items. Dr. Brigham has made very lucid the nature and significance of this study. It is not an exaggeration to say that no other organization anywhere is doing as much as the workers under Dr. Brigham to make accurate and scientifically serviceable a test to measure scholastic aptitude.

The third outstanding contribution of the report is the suggestion of improved techniques for determining "bogey," a combined mark to give optimal prediction of college grades.

These features, together with the general conservativeness and sanity of the Commission, commend the report to the serious student of educational measurement.

CHARLES LEONARD STONE

THE EDUCATIONAL RECORD, vol. IX, no. 3.—In this number of the *Educational Record* is printed the address of the Chairman of the American Council of Education, Dr. Walter Dill Scott, on "The Rapid Development of Mechanical Power and Its Influence on Education in America." The first half of the address is historical, analyzing

civilizations in terms of the type of power used (slave, animal, mechanical). Mechanical power itself is shown to have increased from a half horse-power per citizen in 1870 to over seven horse-power per citizen in 1926.

Many students of civilization, from Ruskin and William Morris to Dr. Ralph Adams Cram, have looked with suspicion if not hostility upon the increasing industrialization (Americanization, the Europeans call it) of the world. Dr. Scott appears to think it all to the good. "We are told," he says, "that the coming of the machine has destroyed the dignity of labor; that the monotony of tending a machine deadens the interest and initiative of the workers. Such an interpretation is unwarranted. The machine relieves the worker of the monotony of toil. . . . The machine converts many workers from drudges into artisans, and converts a few from drudges into artists. . . . The machine has reduced the hours of daily toil, has definitely added dignity to labor, and has immeasurably improved the status of the working man."

After tracing the excellent effect of industrialism upon "such customs as polygamy, slavery, and the consumption of intoxicating beverages" and upon religion, Dr. Scott turns to education. Better methods of transportation and communication have made possible more rapid spread of progressive theories. "The pedagogical ideas of John Dewey and the organization of the school system of Winnetka, Illinois, are having great influence in the schools of Russia." Dr. Scott particularly develops the breakdown of the traditional distinction between the laborer and the gentleman. "At one time we were in danger of having a two-fold system of education—one for the children of the workers and another for the children of the leisure class. . . . Today the sharp contrast between vocational education and cultural education is vanishing. In general it may be said that every laborer has much leisure, and every gentleman has an occupation. Each needs practical vocational training to enable him to attain success in his occupation. Each needs formal cultural training to enable him to develop into a more perfect specimen of manhood."

A *Supplement* to the same number of the *Record* is devoted to "Personnel Methods." This comprises an extended exposition of the use of "Cumulative Educational Record Forms" for schools and colleges, by Professor B. D. Wood of Columbia, "Tentative Directions for Making Entries on the College Cumulative Record," and "Personality Measurement." The last of these reports includes an account

of a rating scale, a tentative form of the scale, and "suggestions for the description of personality." A useful selective bibliography is appended for the use of the "busy college administrator" who wants to "understand the so-called personnel movement."

AUSTIN WARREN

CLASSIC SHADES: FIVE LEADERS OF LEARNING AND THEIR COLLEGES, by M. A. DeWolfe Howe, Little, Brown and Company.—This charmingly written book consists of five essays in treatment of five college presidents and the institutions which they did much to shape. In the main, biographical studies of the men, these chapters also characterize, quite deftly and intelligently, the spirit of the colleges. The subjects are Timothy Dwight and Yale, Mary Lyon and Mount Holyoke, Mark Hopkins and Williams, James McCosh and Princeton, and "The Harvard Figure of Charles William Eliot." Any anthology of greatness or the great has its *lacunae*, and, of course, Mr. Howe has been able to give us only the briefest selection from the long roll of college presidents whose force of mind, will, and character was felt by their contemporaries. Nevertheless, the volume gives one an increased sense of the dignity and worth of the work these great Victorians achieved; and one wonders whether the "administrators" of today will be held in equally grateful and affectionate remembrance as "friends of those who would live in the spirit."

All of these five were "personalities," but none perhaps more pungent than Miss Lyon, to whom Mr. Howe devotes his most successful study. Miss Lyon's piety was of a character so remote from that of our day that a word of apology seems necessary. "And let us remember that a century ago it was possible to be at the same time an earnestly evangelical Christian, more 'fundamentalist' than all but a few still living, and yet of a spirit essentially so modern as to fall under contemporary suspicion as a dangerously innovating radical. Such a person was the founder of Mount Holyoke." But her vigor, her common sense, her wit make her very real. Mr. Howe quotes many of her *dicta*. Upon her pupils she enjoined, "Learn to sit with energy." She summed up her pedagogical theory in her injunction to her faculty, "Make their [the students'] eyes sparkle once a day." When she was raising money for her seminary (during her lifetime Mt. Holyoke did not achieve its collegiate stature) she once returned from an unfruitful call upon a wealthy family to remark, "They live in a costly house, it is full of costly things, they wear costly clothes—



but oh, they're *little bits of folks*." From Dr. Hitchcock's biography is quoted an account of Miss Lyon's impromptu speeches in behalf of her academic begging made in the course of her travels "in public conveyances" from Boston to the Connecticut. "She could make herself heard easily, although the road might be a little uneven, and would expatiate on the subject as freely as in her own parlor. She did not talk louder than many fashionably-dressed boarding-school girls do in public conveyances, the difference being that the latter inform the company of their own personal affairs, while she discussed principles as enduring as the human race, and as vital to human welfare as they are enduring."

Each chapter concludes with a characterization of a college. Mr. Howe does not feel as free to be frank about current concerns; and accordingly his suavity and his eagerness to displease no one make his comments slightly colorless. One is left with the impression that Dr. Lowell's favorite story of the twins who went, upon college age, one to Harvard and the other to Yale, becoming, the one a typical Harvard dilettante, the other a typical Yale "go-getter," and "still you couldn't tell them apart!" applies to the Eastern colleges *in toto*. All are well balanced in their interests; all are democratic, and so on. In the account of Princeton, the longest of such accounts, President Wilson and Dean West are made to appear of one mind as they appear in one paragraph. Dr. Wilson is quoted impressively to the effect that Princeton by building its new buildings in the Tudor Gothic style has added a thousand years to its history, "putting those lines in our buildings which point every man's imagination to the historic traditions of learning in the English-speaking race." And in the next sentence we read of the Graduate College, which has "reared its walls and its superb tower in memory of Grover Cleveland in forms of beauty deeply impressive, and [that] many of her buildings on the campus itself have shown how quickly an air of academic antiquity can be acquired."

AUSTIN WARREN

## EDUCATIONAL DISCUSSION

**TEACHERS' SALARIES.**—In 1921, the General Education Board published Occasional Paper No. 7, entitled "Teachers' Salaries in Certain Endowed Colleges and Universities in the United States," by Trevor Arnett. The paper embodied the results of a study which was undertaken by the Board "to ascertain the present situation respecting teachers' salaries in the higher institutions of learning; how it compares with that which existed in 1914-15, before the War; what steps, if any, have been taken by the institutions themselves to increase salaries to meet the increase in the cost of living; what further steps institutions may contemplate looking to that end, in case measures thus far taken are not yet entirely adequate...."

The General Education Board has recently received many requests for a new study of teachers' salaries to disclose the present status in the institutions of higher learning in the United States and the extent to which teachers' salaries have been raised since 1920. This study has been made in compliance with these requests....

To obtain the material needed, two questionnaires were prepared—one to be answered by the financial officer of the institution, and the other to be answered by the teachers.

In 302 colleges of arts, literature, and science and corresponding colleges or departments of universities, the average salary, in 1926-27, of professors, associate professors, assistant professors, and instructors was \$2958. This is an increase over 1919-20 of 29.8 per cent.

The average salary ranged from \$3385 for New England, an increase of 29.9 per cent over 1919-20, to \$2660 for the Southern States, an increase over 1919-20 of 33.4 per cent. This is the largest per cent of increase for any geographical division, and it is interesting to note that it occurred in the section where the average salary in 1926-27 was the lowest. For men's and coeducational institutions the average salary in 1926-27 was \$3003, and for the women's colleges \$2656. However, the per cent of increase in women's colleges in 1926-27 over 1919-20 was 43, as compared with 28 per cent for the same period in men's and coeducational institutions....

In 1919-20, the median salary of teachers in the 302 institutions under consideration was \$2066. That is, in 1919-20, half the teachers in these institutions received an annual salary of \$2066 or less, and a half received more than \$2066. By 1926-27, the median salary of teachers in these institutions had risen to \$2704. The

significance of this increase over 1919-20 lies in this fact: in 1926-27, 50 per cent of all teachers in these 302 institutions received an annual salary of more than \$2704, whereas in 1919-20 only 27 per cent received more than \$2704. In other words, not only has the average salary risen over 1919-20, but also the median salary, and, in consequence, a larger proportion of teachers received the higher salaries in 1926-27 than in 1919-20.

Whether considered from the point of view of the country as a whole or from the point of view of cities, it is apparent that there has been a decrease in the cost of living for the period covered in this study. Therefore, the increases in teachers' salaries which have occurred between 1919-20 and 1926-27 are real increases. . . . Nevertheless, despite all the efforts exerted in recent years to improve their economic status, teachers in the 302 institutions under consideration were only slightly better off financially in 1926-27 than like workers in 1914-15.

Of the professors replying to the second questionnaire, 76.2 per cent supplement their salaries, as compared with 52.4 per cent of the instructors. Of the professors replying from urban institutions, *i. e.*, institutions located in cities having a population of 100,000 or more, 77.8 per cent add to their regular earnings, as compared with 66.7 per cent of the instructors. The corresponding per cents for those replying from rural institutions are, for professors, 75.7 per cent, and for instructors, 44.8. Teachers replying from men's and coeducational institutions supplement their salaries in larger proportions than teachers replying from women's colleges—more than two-thirds of those replying from the former and less than half of those replying from the latter add to their earnings.

Of the 7072 teachers from whom we have complete information both as to regular salary and as to amount and character of supplementary earnings, 69.7 per cent do extra teaching or institutional services either in their own or other institutions, and earn by extra teaching practically one-half of all supplementary earnings. However, this does not mean that those included in this group do no other kind of supplementary work. For example, part of the group may also lecture and do other types of work. The next most popular field is writing, with 25.3 per cent; 19.5 per cent lecture, 10 per cent do consulting work, and 25.2 per cent engage in miscellaneous services. Teachers reporting from urban institutions apparently find greater opportunity for writing, extra teaching and institutional services, and

consulting work than teachers reporting from rural institutions. In lecturing and miscellaneous services, the comparison is in favor of teachers reporting from rural institutions.

The supplementary earnings of teachers ranged from less than \$100 to \$10,000 or more. The median is \$522. Less than a fourth made as much as \$1000 or more, and 7.7 per cent as much as \$2000 or more. A very few succeed in earning considerable sums.

Of the 7557 teachers who supplement their salaries, 6370 stated whether they did it from necessity or from choice. Of these 71.9 per cent reported that they did it from necessity and 28.1 per cent from choice. . . Apparently appreciable private income has little effect on whether or not the possessor does additional work. Of those who reported appreciable private income and who supplemented their salaries, 44.8 per cent stated that they did it from necessity. Of the many factors compelling teachers, under present salary conditions, to supplement their regular income, perhaps none is more important than family responsibility. . . .

Not only has the average salary of teachers in the 302 institutions under consideration been increased 29.8 per cent during the period from 1919-20 to 1926-27, but the number of teachers has increased from 9922 to 15,430—an increase of 55.5 per cent. The result of these two increases has doubled the salary expenditures and has placed on these institutions corresponding financial burdens. . . . In endowed institutions, these increases have been met at least in part by raising tuition fees and by increasing endowment. In the 257 endowed institutions (217 men's and co-educational institutions and 40 women's colleges) from which we have reports, the average tuition fees have increased from \$105 in 1919-20 to \$179 in 1926-27, an increase of 70.5 per cent.

TREVOR ARNETT, General Education Board

**FAMILY BUDGETS OF FACULTY MEMBERS.**—For a long time the low salary of the professor has been a matter of discussion. Those who deplore the relative smallness are sometimes in the profession, but more often are men and women in other professions. Of late, however, expressions of unrest have become very audible in academic circles, perhaps because of the rise in the cost of living and of the changes in the standards of living in all classes which now include even the conservative college professor. . . .

In 1923, a keen interest in the real facts behind such statements

led the writer to ask a number of faculty members at the University of California to give help in testing the truth of the assertion that salaries did not pay for needs. . . . By the beginning of February, 1923, ninety-six complete family schedules were available, a number which represented 50 per cent of the married members of the University of California faculty.

Characteristically, this group of ninety-six families was made up of men and women in the prime of life and of their descendants under sixteen. Sixty-two per cent of the men of the families were somewhere between thirty-five and fifty years of age; their wives, slightly younger. The families were typically American, born in the north and west of the United States. On the whole, the households were of the modern "small-family" type. The size of family showed an average of 3.5 persons.

When the facts of income and expenditure obtained by the interviewers were tabulated and interpreted, the assumption that salaries do not meet the scale of wants seemed entirely verified. These ninety-six families showed an average family expenditure of \$5000 per annum and this total was required in despite of budgets which evidence the utmost diligence and care in the use of the family income.

Salaries did not supply the \$5000 necessary for this scale of wants. Indeed, in three-fourths of the cases salaries did not pay for the goods and services regarded as necessary. Seventy-five per cent of these ninety-six faculty families supplemented salaries by other earnings. In 47 per cent of the cases, salary was more than three-fourths of the income; 40 per cent reported salary as less than two-thirds of their total income. For all ranks of the faculty members in the group studied, the mean salary was 65 per cent of the total income. Vested income played relatively little part in the income of most of the group. Of the ninety-six families studied, only five cases reported property income that exceeded the income from work. An exceptional case showed salary as only 13 per cent of the total income, returns from property and additional earnings making up the rest. But in the major part of this group of ninety-six families, salary was added to by forms of work other than regular university work which yielded an average return in sums that range from \$1000 to \$2000. The salary range of this group was \$6000, that is, from \$1400 to \$8000. The income range was \$13,200, from \$1800 to \$16,000. Massing is, of course, in the lower income groups. Only one family was trying to live on less than \$2000, only two commanded more than \$12,000.



The average mean income from all sources proved to be \$5300; the median, \$4800. This is to say that 60 per cent of these ninety-six families had total incomes of less than \$5000.

Can a professional standard be maintained on less than this \$5000? Does not this sum represent the minimum cost of health and decency? In certain circles this question challenges ironical reference to the bald fact that statisticians tell us that 86 per cent of the nation does live on less than \$2000; that only 600,000 of this prosperous nation are supposed to be enjoying \$5000 a year or over. It may be that the professor has no justification for his desire to be included in this two per cent of the nation's income-earning population. The fact is he does so desire, because, as consumer, he has a scale of wants that with the current price level requires \$5000 or more to satisfy it. Also, and this is the gist of the findings here presented, the budgets secured seem on inspection to show a scale of wants and a habit of spending endorsed by the most conservative teachers of thrift.

In general, when statistically examined the expenditures all showed spending ways it would be difficult to call careless or extravagant, all obviously followed the plan advocated vigorously by all schemes for "wise spending." The mean cost of living for the whole group of ninety-six families whose average size was 3.5 persons proved to be \$5511.77. For the professors, the average expenditure proved to be \$7014.88. The instructors reported an average expenditure of \$4016. On an average, seventeen per cent of the income was allotted to food; nine per cent to clothing; shelter absorbed an average of seventeen per cent; house operation, a caption that covers twelve rather important items, took thirteen per cent; miscellaneous, with its thirteen sub-items, averaged forty-three per cent.

These percentages contrast notably with the percentage distributions of expenditure being sent out for popular consumption. Banks and other publishers of budget forms tell us that, with an income of \$4800, the expenditure for food should be eighteen per cent to twenty-five per cent; for clothing, eleven per cent to eighteen per cent; for shelter, fifteen per cent to twenty-five per cent; for house operation, from thirteen per cent to twenty per cent; for miscellaneous, including investments and savings, is ordinarily assigned from twenty-six per cent to forty per cent. In the study whose findings I am presenting, the professors of this faculty, as a rule, spent for miscellaneous, forty-eight per cent of their income. For miscellaneous the associate professor spends forty-six per cent, and the assistant professor, thirty-

eight and two-tenths per cent. The instructors and associates gave fifty and four-tenths per cent and forty-two per cent, respectively, to these two items. Engel's law is once more verified. As the total amounts expended annually increase, the percentage these families assign to food and clothing regularly decreases in favor of expenditures for some one of the thirteen items of miscellaneous.

These families spend an average amount of \$900 for food, a sum that passes everywhere just now as the cost of minimum food requirements for those living at a subsistence plus level. The same extreme simplicity plainly dictates clothing expenditures. Two-thirds of the husbands and one-half of the wives spent annually between \$100 and \$200 each for their personal wardrobes.

With regard to shelter, as might have been expected by those knowing the ways of academic people, a different standard appeared. The mode of desire is expressed in "a dwelling of seven or eight rooms," which requires a relatively high proportion of expenditure for shelter. Seventeen per cent as an allotment to housing costs is not high in relation to a total income of \$5000, but the amount is disproportionate in comparison with the percentage these families allotted to food and clothing.

House operation, as analyzed in the schedule of inquiry that was used, contained items that ordinarily scatter under the headings such as rent and sundries. These items took as an average 13 per cent of the income with a range from 4 per cent to 30 per cent. Fuel and heat represented an average cost of \$100. Fuel, heat, and light averaged \$140. One among the outstanding facts which the study developed was the way these ninety-six families consistently aimed to dispense with domestic service or at least to use a minimum of it. Ten per cent of these wives of professional men spent nothing for help in their housework. Fifteen per cent paid \$25 or less during the year under discussion. No family with a total expenditure below \$6000 had a full-time resident help....

As has been said, the allotment to miscellaneous took from one-third to one-half of the income. One-third of the families paid for the support of one dependent or more outside the home, a cost that runs from three per cent to ten per cent of the total expenditures.

Fifty-five of the ninety-six families reported owning automobiles. For these fifty-five families, this item took 6 per cent of the total expenditure, 17 per cent of the miscellaneous expenditures. As might be expected, the tendency to own automobiles appears more

regularly when incomes are over \$4000. Between \$2000 and \$4000 a trifle over one-third of the families owned cars. At the level of \$4000 to \$6000 50 per cent had their own cars. Between \$6000 and \$10,000 three-fourths had automobiles. With incomes over \$10,000 nearly 90 per cent had automobiles. Apparently \$6000 to \$7000 was the income level where professional families felt free to buy automobiles....

For forms of recreation other than automobiles, the average expenditure proved to be about \$200. The amount spent for commercial amusements was notably small. Social entertainment seemed to be the preferred form and the tendency is toward a fixed allotment for this item.

A careful examination of the costs of ill-health seemed worth while. Consequently, totals were obtained for the amounts paid for doctors, dentists, drugs, hospitals, and opticians. Of the ninety-six families only two reported no expenditure for sickness. On the other hand, a few families quoted amounts very high indeed. Five families, two of whom had incomes under \$5000, reported health costs between \$1000 and \$2000. One instructor's family of four persons living on \$3400 was constrained during the year 1921-1922 to spend 25 per cent of the total income on this item. However, for two-thirds of the ninety-six families, expenditures for health absorbed less than 6 per cent. For 16 per cent the item took \$500 or more. The average physician's bill was \$75....

As might be expected, expenditure to provide against the future takes first place in the general spending plan of these families. As a whole, investments absorb 26 per cent of miscellaneous and 13 per cent of the total expenditure, more than clothing and very little less than food or shelter....

The amount which the academic man himself spent on professional expenses appears amazingly small, although it has a wide range and varies according to the amount paid out for technical books and magazines, for secretarial service, for professional organizations, and travel for professional purpose. The amounts reported range from one per cent to 38 per cent of the total income. Of ninety-six men, twenty-two spent less than one-half of one per cent. The average expenditure is \$60, or 1.3 per cent....

The costs of association dues, that is, affiliations with social clubs, vary slightly from one per cent. Expenditure for church and charity proved to be comparatively small....

Standard of living is not a question of prerogative but of practical utility. Like the rest of those who earn, the professor is in a specific occupational group. The idealists notwithstanding, occupational relationships react to settle effectively customary notions about modes of living. Given the test of custom, the standard and cost of living displayed by the facts shown in this paper are minimum for professional men; these show the habitual mode of living that those who have spent long years in training for the profession consider "necessary and proper."

If the salaries of the full professor at least cannot yield the average of \$5000 necessary to satisfy "custom" needs such as these budgets display, it is to be feared that men of initiative will leave the classrooms of universities to classroom plodders.

JESSICA B. PEIXOTTO, University of California,  
*Science*

THE AMERICAN COLLEGE.—The American college at its best is *sui generis*. It has no counterpart in Europe. In its essential quality it is a growth of the soil and spirit of America, and not a replica of the English college. But to traditionally-minded mentors of education, the American college is an ugly duckling. They are puzzled at its small likeness to the European institutions they believe to be its parents. In its awkward, unskilful immaturity, they do not see the growing swan.

So they use power and prestige to transform it into a familiar duck. Failing in that, they turn the creature out to starve, and concentrate their attention upon more proper offspring. Not a great educational foundation in America today is concerning itself vitally with the genius and destiny of the American college as such, except for a few projects lasting over from former policies. . . .

In America our academic men have an intense feeling of inferiority to Europe. We have not the independent insight to realize that the indigenous institutions our critics hold in contempt are immature stages of growths of novel type and of splendid promise.

The American college is not primarily the home of specialized scholarship where young men and women, having come substantially to an end of youthful development, undertake to pursue to the limit some special field of interest. It is not primarily a professional school, where time and attention are centered on the mastery of a calling. It is not an institution of indoctrination, where some special

views of life or religion or politics are impressed upon growing minds, and where the traditions of special peoples or cults are perpetuated.

It is not primarily an institution of instruction, where the daily lesson is a little more advanced than in the secondary school. It is not chiefly a finishing school, where the arts and graces of society are transmitted, and where one receives the authentic stamp of the cultivated man or woman. It may include many of these elements, but it is not circumscribed by any of them.

The American college is an institution intuitively evolved by the American people, to provide opportunity for the enlarging of life. It is an institution in which incompleteness and provincialism may be cast off, where interest and outlook may become universal, where a larger pattern of life may be set up for emulation. It is a place where crudities may be refined, where discipline may be acquired, where every element of body, mind, character, and personality may be brought under the influence of standards of excellence. It is an extension through a longer time of the period of youth and growth. It expresses the faith of the American people that life may be lived by a larger plan.

*Antioch Notes*

IS THE EUROPEAN SYSTEM BETTER?—*The Tech*, undergraduate news organ of the Massachusetts Institute of Technology, has instigated and fostered a lively discussion of the comparative merits of the European and American systems of university education. Particularly interesting are the opinions of five members of the Faculty who have recently studied or taught abroad. Portions of their letters, written at the request of the undergraduate editors, follow:

My own observations make it exceedingly difficult to avoid the unpleasant conclusion that the product of a European education, taken by and large, is distinctly superior intellectually to the American brand. But I am not yet ready to admit that this superiority is to be traced entirely to differences in pedagogical method. In fact, at times I have rather suspected that the European student triumphed in spite of the system rather than because of it. But there are other circumstances which from the very outset place the European, be he student or professor, on an entirely different footing. Europe caters admittedly to the chosen few, not at all because of a dormant sense of democracy—for America is not the most democratic country in the world—but because of the intense competition.



A man must be master of his subject to succeed, and life, even in the secondary schools, becomes a very serious matter. That we in America should strive to raise the intellectual level of the masses is as it should be, not because of any inalienable right of every man to a college education—for we are entitled to things worth while by effort and not by right—but because these very masses are the source of our genius. In our devotion to mediocrity, however, let us not forget the man who by Nature is superiorly endowed. It is in this almost universal disregard and neglect of the outstanding man that lies, in my mind, the greatest weakness of the American educational system.

JULIUS A. STRATTON

Active mental life among our undergraduates is quite essential if we are to add to our American educational processes the admitted virtues of European schools. There the student educates himself by aid of lecture attendance, study, and personal conference with his instructors. There is no pampering nor coaxing of the sluggard. Everything depends upon the initiative and intelligence of the candidate. Here at M. I. T. we are in an active process of change aimed at forwarding this process of self-education. (By the way, there is no other method.) Along with a few other schools we are considering our high ranking men and are arranging for honor courses and honor groups. These men are now in a position to obtain very nearly, if not quite, the equal of a European training if they will go after it strenuously and not insist upon carrying a staggering load of student activities of variegated values. But this means probably two things: a year of graduate work in good part devoted to mathematics and mechanics, and the addition of comprehensive examinations at the end of both the fourth and fifth years. Preparing for comprehensive examinations which cover the whole field of pure and applied science studied during the entire college course will compel a coordination and grasp of basic subjects the lack of which is perhaps the most evident weakness of the American graduate.

HALE SUTHERLAND

The difference arises from an accumulated tradition of high respect and admiration for intellectual achievement which has been fostered in Europe by centuries of gradual development of culture, and which doubtlessly will some day become a part of American standards. As it is today, one can hardly escape the feeling that many an American

university relies more on buildings, athletic teams and claptrap than on high intellectual standards of its faculty and students to uphold its reputation. The great American public's attitude verges on contempt toward the "high-brow" professors whose rôle is neither understood nor properly appraised, perhaps because American educational institutions are not sufficiently careful in the selection of their faculties, more precisely because for financial and social reasons the professor's chair in many cases does not attract the best type of men.

There is also a good deal of evidence that the purpose of a technical education on this side of the Atlantic is too much how to solve specific problems and not enough how to grasp the general underlying principles on which the solution of these problems is based. The European attitude follows very much the opposite extreme. The average technical student learns general methods, but can he use them to tackle specific problems? It seems to the present writer that here the faults of European and American methods are fairly well balanced.

MANUEL S. VALLARTA

The European education, in so far as it has advantage over the American, does not, in my opinion, possess this advantage by virtue of its differences in detail. What is better depends: (1) on the fact that the European schools receive a smaller percentage of the population, that it is not expected that every young man and woman whose parents have attained a certain minimum of financial solvency shall go to college, and that their universities are not clogged with the enormous mass of ineducables and semi-educables that ruins most of ours; (2) on the fact that the pressure of competition is enormously greater in Europe than here, that a teacher must be a good teacher, an engineer a good engineer, a scholar a good scholar, or they will find their superiors in a long line waiting to take their jobs away from them; (3) that there is an immensely longer tradition of learning, that the scholar is respected, and not treated as here with a toleration which is only not contempt, and that they find it worth their while to allow him that leisure without which intellectual work cannot be accomplished.

NORBERT WIENER

After I left the university, for a period of twelve years I did not even suspect the possibility that I ever might be connected with such an institution in a teaching capacity. Therefore, I merely regarded

universities as factories destined to furnish animated tools for handling engineering problems, and I valued their merits accordingly. Furthermore, it was my lot to cooperate in succession with graduates from the universities of different countries, including Austria, Germany, France, Russia, the United States, and Turkey.

My present conception of the possibilities and limitations of university education, largely developed under the influence of these early contacts, and my opinions are the result of definite experience—made under field conditions. *In no case could I discover that the university education was distinctly beneficial to the humbler minds.* As a result of theoretical training, they merely lose what little common sense nature has bestowed upon them—under the European plan much more so than under the American one; this by-product of the university education is very deplorable. *Furthermore, a superficial acquaintance with fundamentals is far more detrimental than none at all.* Hence, for carrying on the routine of construction business, the more intelligent graduates of the ditch, of the construction camps, and of modest trade schools seem to be better fitted than are equally intelligent university graduates. They are keener, better equipped for handling men, and less pretentious. *On the other hand, merely the most outstanding men among the university graduates can be successfully used for handling novel and difficult problems.*

The fundamental difference between European and American universities resides in their attitude toward this rather embarrassing situation. *European universities are supposed to exist for the very best minds only. Their function resides in training these minds in productive thought. As a consequence, very little attention is paid to the teaching of mere facts.* Those among the students who cannot keep pace with the teachings are allowed to perish according to their own fashion, and they usually do so at the poor public's expense by entering government service. In brief, the institutions are run according to the principle, *"We must risk boys in order to get men."*

In contrast to this, the American universities seem to plead, *"Let's give a chance to every one of these poor boys."* The poor boys seem to know it; hence, they consider initiative on their own part a waste of energy. It is up to the teacher to fill their vessels while they patiently sit and wait. Since lectures should be within the reach of the feeblest members of the audience, almost anybody may do for delivering them. No wonder the brilliant ones among the students consider the performance rather dull, and they hardly ever get an opportunity to make

a serious loading test of their mental capacities! As a result of this system, the average run of the output of the American university is somewhat better than that of the European ones, but the élite of the students sadly fails to get the training and the inspiration required for pioneer work. *If in later life such graduates actually achieve prominence, the university cannot claim more than a small fraction of the credit.*

Thus, it seems that both the European and the American systems have their serious drawbacks. It is pathetic to see a European faculty seriously pondering over the scientific achievements of a prospective candidate for teaching an elementary course. It is no less pathetic to see in the United States in charge of post-graduate courses numerous people who never in all their life had an idea of their own. Future development will undoubtedly see a fusion of the merits of the two systems.

The social and financial position of a university professor in Europe is attractive enough to be desirable even for the most capable representatives of the nation. Hence, the intellectual level of the European faculties maintains on an average a very high standard and justifies the social prestige associated with the membership. The difference between the United States and Europe, as far as the quality of the staff is concerned, consists in the fact that here the M. I. T.'s are very rare, while there, due to the distinguished position of the faculty members, almost every university can afford to live up to a similar intellectual standard. *At European universities complete mastery of the subject invariably represents the minimum requirement for occupying a chair, and ample leisure is provided for keeping track of contemporary developments. This is too rarely the case here in America.*

CHARLES TERZAGHI

BIOLOGY AND EDUCATION.—Biology is destined to play a larger part in education than it has in the past. It is a curious commentary on the conservatism of educators that the science which deals most directly with life has frequently been regarded as of less importance to human beings than physics, chemistry, or astronomy. Man also is a living creature and the laws and principles of biology apply to him no less than to the humblest animal or plant.

What is education but an attempt to direct development into useful paths and away from injurious ones? Instruction, tuition, advice are only stimuli or inhibitions to the developing personality and hence

are parts of the environment. Information is only an incident in the process of education, the real essence of education is habit formation. The best thing that we teachers can do for our pupils, perhaps the only thing we can do, is to help them to form good habits and to avoid bad ones. Habit formation and development in response to stimuli are biological topics and biology is in a position to throw a flood of light on problems of education.

It is not only in the aims and methods of education but in its subject matter as well that biology is of peculiar value. The time has come when one can scarcely be a good citizen without some knowledge of biology. The person who does not believe in vaccination or disease germs, who fights against taxes to improve the water supply or to dispose of sewage in a sanitary way or to get rid of malarial mosquitoes, who opposes the scientific inspection of milk or other foods, or the medical examination of school children is not only ignorant but he is even a dangerous citizen. It is an amazing fact that many apparently intelligent persons know nothing about the fundamental principles and processes of life in health or disease. Thousands of persons, some of them graduates of colleges and universities, seem to think that bacteria, protoplasm, chromosomes are wholly imaginary things, like fairies or demons, and that one may believe in them or not as he chooses. When leaders of public opinion are so ignorant of elementary truths which concern them so deeply, what can we expect of those who are led? Is it any wonder that all sorts of quacks, divine healers, and Indian medicine men flourish, and that people generally have no conception of the biological aspects of health and disease, of reproduction and development, of eugenics and education, of the relation between bodily disease and mental and moral disorders? Think of the unutterable stupidity of a system of education which attempts to hide from young men and women the essential facts concerning sex and reproduction, heredity and eugenics! There is need for some knowledge of biology in practically every phase of modern life—family, city, state, and nation—and yet this knowledge is generally lacking.

It is a fair question whether the time has not come when some knowledge of biology should be made a prerequisite not merely to the study of medicine but also to the study of the humanities in general. One of the greatest contributions of science to intellectual emancipation is the doctrine of evolution, that great theory which has revolutionized all our thinking regarding man and nature. And



evolution is the distinctive contribution of biology, for it was in the living world and especially in the human realm that the establishment of evolution came as the great emancipator from tradition and superstition. The leading theme of evolution is not the origin of species, nor even the origin of living things, but rather the oneness of all life, that through all the endless diversity of the living world there run fundamental similarity and unity. We also are living beings and in the lower organism we see ourselves in simpler and more primitive form; we see man from the standpoint of the whole living world, as superior beings in another planet might look upon us. As a result of this intellectual revolution practically all of the sciences which deal with man have become comparative sciences. We cannot understand man or his institutions unless we know something about his evolutionary backgrounds. This is true not only of the purely biological sciences but also of psychology, sociology, and, to a less extent, of history, economics, and the humanities in general. The past evolution of man makes plain many present tendencies in physical, intellectual, and social evolution and to a certain extent it indicates the paths of future progress. Can any student of man and his institutions afford to ignore the biological foundations of human life and evolution? . . .

EDWIN G. CONKLIN, Princeton University, *Science*

## LOCAL AND CHAPTER NOTES

BROWN UNIVERSITY, ACADEMIC HONORS.—Final Honors are awarded at Brown to members of the graduating class who have pursued for two years a unified course of study in some field and have passed a satisfactory general final examination upon it. Instituted here in 1920, the Honors system has undergone steady expansion and development, but its aim has remained that described in the original statement eight years ago, "to encourage and recognize distinguished work by students of exceptional ability by providing special opportunity for such students to seek scholarly attainment in close association with one or more members of the Faculty and by freeing such students from many of the usual routine restrictions."

No one method in Honors work is insisted upon. In some fields the student is completely or largely released from courses, carrying on his work by reading under the direction of a supervisor, who meets him for private conference or with others in a small discussion group. Students may work under this "Reading Plan" toward Honors in English, Germanic languages, literature, philosophy, and Romance languages. The work in other fields is conducted under the "Course Plan," but it nevertheless provides the student something of the stimulus and the opportunity for individual initiative which are features of the Reading Plan. Students under the Course Plan are assigned to supervisors and must take the general examination. (In the natural sciences and in engineering the general examination is not at present required, and collateral reading takes the place of the Special Honors Course.) Some of their work is ordinarily in Special Honors Courses (analogous to the Honors courses at London and Toronto), or in seminar courses, or in "double courses" (regular courses the credit for which is doubled by collateral reading done under direction.)

The steady increase in the number of students working for Honors—not more than 5 per cent of the upperclassmen prior to the last three years, and then, successively, 8 per cent, 12 per cent, and 19 per cent—indicates a growing appreciation of its value and attractiveness, and no doubt also a more effective conduct of the work by the Faculty.

WILLIAM T. HASTINGS

COMMONWEALTH COLLEGE, LEARNING AND EARNING.—In this, its sixth term, Commonwealth College has modified its constitution to

permit student participation in school government. All third year students are now taken into the association which owns and controls this unique institution in the Arkansas hills. At the present time there are as many students as faculty members in this governing body.

There are no deans or regents to act upon the "recommendation" of these students and teachers. Their say is final, whether it concerns conduct or breakfast pancakes. A Ph.D., when he has completed a year in residence at the college, is given the same authority as a country boy, no matter what his previous schooling, who has done two years of satisfactory work in the college. And by "satisfactory work" is meant not a high average of grades nor an attendance record but simply continuous progress in those lines of study selected by the student and a certain reasonable efficiency in chopping wood, building houses, or washing overalls.

Commonwealth is significant as an institution of higher learning because it has demonstrated that most of the "problems" which distress other colleges and universities are eliminated when education is made the only aim. Commonwealth conducts no endowment drives, therefore it is under no obligations to millionaires; it holds no land grants, therefore it has no military training; it asks for no appropriations, therefore it holds no compulsory chapel to please the country parsons; it is content to operate with half a hundred students, therefore it need not offer degrees or certificates, sponsor athletics, or encourage Greek letter organizations.

The teachers receive no salaries, therefore they are not hoping for increases or fearing reductions. They are not required to frighten adolescents into cultural pursuits nor keep them from wickedness and idleness, therefore they keep no attendance records, nor do they conduct final examinations. They are not inquisitors, disciplinarians, wardens, clerks, nor "models for the young," therefore they have opportunity to be teachers.

Students are not sentenced by parents to serve four years in the college, therefore they are free to leave whenever they feel that they are not learning something worth knowing. They are not given four years of idleness in which to complete their pre-marital experiments; they pay for their schooling by four hours of work daily, therefore they are the sole judges of the value of what they are getting. They are not working for a letter on a sweater, two letters on a diploma, or three letters on a fraternity pin, therefore they have time to learn.

By the simple elimination of all the "extra-academic" claptrap, members of the Commonwealth group have demonstrated that learning and teaching may still be accomplished at college, that knowledge for its own sake is attractive to at least half a hundred young Americans, and that academic freedom is worth more than a salary to certain teachers.

Graybeards who control the conventional schools of this country are afraid to put responsibility in the hands of youth, but Commonwealth faculty members, whose average age is 40, have no hesitancy in turning over power to their advanced students, whose average age is twenty-one. . . .

The school set out to be entirely self supporting, and at the present time it earns all but \$2500 of its keep. Students and teachers working side by side in the fields, the kitchen, and laundry, do all of the work that is done at the college; they raise crops, garden produce, chickens, and cattle; they cook and scrub and wash and iron and chop wood; they have constructed all of the campus buildings and will soon be at work upon a dam which will provide water power to run a workshop. But until the group finds a way to wrest from Arkansas soil all the necessities of life, or to earn in its own workshops money to buy those necessities, it has not succeeded. Significant though Commonwealth is as an educational experiment, it has yet to convince the world that a school can earn its way.

WILLIAM CUNNINGHAM, *The New Student*

HARVARD UNIVERSITY, RESIDENTIAL HOUSE.—For a generation there has been much discussion of the policy of breaking up our large colleges into smaller social units in order to secure at the same time the advantages of the large and small institutions. Many men here have felt that this must come if we are to confer the greatest benefit upon our undergraduates. The very thoughtful Report of the Student Council Committee on Education, published in 1926, advocated strongly such a plan, and may be taken to express the opinion of undergraduates who have given grave consideration to the problems of life in the college. To the officers of the Faculty, the method of approach has seemed to lie in the creation of a residential group or House of students capable of strong scholarly interest and achievement associated with members of the instructing staff, including their tutors, and if possible with research fellows in different lines of work.

An effort had been made to obtain the funds required for such a

House, but the plan had remained a long cherished aspiration until last week when a benefactor, who prefers to remain unknown,<sup>1</sup> but who desires to carry into effect the policy of smaller social units, and who is convinced that our mode of attacking the question is feasible, offered to give the \$3,000,000 needed to build and endow the proposed House.

The plan involves no change in the method of teaching; and in fact our tutorial system lends itself to it perfectly. The men will attend the College courses like other students but the tutoring will normally be done in the House. Nor does the plan affect the functions of Harvard College and the Faculty of Arts and Sciences in education, as the great undergraduate center and the authority for granting degrees and determining the qualifications therefor. The students in the House are not to be selected from those concentrating in particular subjects. On the contrary, it is of the essence of the plan that they should be interested, and really interested, in different things, that the life and talk may be broadly stimulating. Moreover, they are not to be isolated from their fellow students or cut off from outside activities or clubs, for the object is a larger and more vigorous life, deeper contacts inside the walls, without loss outside.

While we may derive much that is valuable from the example of Oxford and Cambridge, where a similar system has proved successful, mere imitation would be fatal. American conditions and traditions are not the same as those of the English universities, and to urge that we should do anything because it is done in a college there is futile. The general plan is good, and seems capable of adaptation to our needs, with a wisdom that grasps the object to be sought and perceives the means that will promote it here. Of course, it will be misunderstood and discussed as something that it is not. Of course, as in the case of the general examination and the tutorial system, time and experience will be needed to perfect it. Rightly considered it is, indeed, a logical step in the progress of that system, a capping stone in the structure we have been striving to build. It is also a natural development from the idea of the Freshman Halls.

When the general examination was proposed for a single division of the Faculty the objection was made that if successful it would have to be adopted by the others. That has proved true, but not an objection. A first step in a path that turns out well is not to be criti-

<sup>1</sup> The donor has since been announced as Mr. Edward S. Harkness, a graduate of Yale University, and the sum has been increased to \$11,392,000, enough to provide for several residentia houses together with an endowment of \$1,500,000.



cised because it leads to others not less good. Such a House seems an experiment with prospects of great usefulness.

A. LAWRENCE LOWELL

ST. JOHN'S COLLEGE, SENIOR FELLOWSHIPS.—The board of visitors and governors have passed the following resolution:

For the purpose of improving the scholarship and elevating the intellectual outlook of the student body of St. John's College, and for the further purpose of making clear by example the difference between academic freedom as a reality and academic freedom as a mere form of words, it is

*Resolved:* 1. That there are hereby established the senior fellowships of St. John's College.

2. That annually there shall be elected in June of each year, not more than three members of the junior class of that year, to be senior fellows of St. John's College during the following year.

3. That election to the senior fellowship shall be made by the board of visitors and governors of the college, upon the nomination and recommendation of the president and faculty. In making nominations and recommendations for the senior fellowships the president and faculty shall take into consideration, and be guided by, not merely the academic grades attained by the students during the first three years of their course, though due weight shall be given to these grades, but also, and chiefly, by the interest in, devotion to, and promise of notable achievement in the intellectual life, as evidenced by the work and attitudes of the students during the first three years of their course.

4. That the sole requirement which shall be made of a senior fellow after his election shall be that he must be in residence at St. John's College during the academic year following his election. During the year of tenure of his fellowship the fellow shall not be required to attend classes, or to take examinations, or to pay any fees whatever to the college. At the end of the year of his fellowship the fellow shall be given his degree in course. During the tenure of his fellowship the fellow shall be given complete and absolute freedom to pursue the intellectual life in residence at St. John's College in whatever manner and direction he himself chooses, as the guest of the college.

## NOMINATIONS FOR MEMBERSHIP

The following sixty nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, 26 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before March 25, 1929.

The Committee on Admissions consists of Frederick Slocum, Wesleyan, *Chairman*; W. C. Allee (Biol.), Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Norman Alexander (Economics), New Hampshire  
Charles F. H. Allen (Chemistry), Tufts  
A. Bruce Anthony (Commerce), Southern California  
Henry Anthony (English), Mount Union  
Louise G. Arnoldson (Modern Languages), Montana  
Frances Bailey (Home Economics), North Dakota  
W. Earl Beem (Speech), Cornell College  
Marion J. Benedict (Biblical Literature), Sweet Briar  
J. G. Black (Physics), Kentucky  
Joseph P. Blickensderfer (English), Pittsburgh  
Carl W. Boyer (Education), Muhlenberg  
Hazel E. Branch (Zoology), Wichita  
Jacques J. Bronfenbrenner (Bacteriology), Washington (St. Louis)  
Marion E. Bunch (Psychology), Washington (St. Louis)  
Frank L. Clapp (Education), Wisconsin  
Hugh McD. Clokie (History), Rutgers  
Frank Collins, Jr. (Music), Louisiana  
James B. Culbertson (Chemistry), Cornell College  
William P. Davidson (Philosophy), Southwestern  
John Graham Edwards (Anatomy), Buffalo  
John H. Gardner (Chemistry), Washington (St. Louis)  
L. I. Gilbertson (Chemistry), Washington State  
Helen Gleason (Home Economics), Montana  
J. C. Godbey (Chemistry), Southwestern  
W. R. Grey (Latin), Davidson

<sup>1</sup> Nominations should in all cases be presented through the Secretary, H. W. Tyler, 26 Jackson Place, Washington, D. C.

Stephen C. Gribble (Education), Washington (St. Louis)  
David V. Guthrie (Physics), Louisiana  
Dorothy L. Hatch (Art), North Dakota College  
John D. Häuslein (Economics), New Hampshire  
J. R. Herman (Horticulture), Washington State  
Louis B. Hoisington (Psychology), Oklahoma  
H. H. House (Physical Education), Washington State  
Claud Howard (English), Southwestern  
R. R. Humphrey (Anatomy), Buffalo  
Annette C. Ives (French), Southern California  
C. Raimond Johnson (Architecture), Southern California  
Mary M. Laux (Physical Education), Montana  
Lotte O. Lohstoeter (Modern Languages), Pittsburgh  
Scott C. Lyon (Biology), Davidson  
Reid L. McClung (Business Administration), Southern California  
F. May Morse (Commerce), Southern California  
Lucia B. Murrieles (English), Montana  
Kenneth O. Myrick (English), Grinnell  
John V. Noble (Modern Languages), Delaware  
John E. Nordskog (Transportation), Southern California  
Anne C. Platt (Home Economics), Montana  
W. L. Porter (Geology), Davidson  
John A. Ray (Spanish), Washington (St. Louis)  
Florence W. Schaper (Sociology), Lindenwood  
Herman Schnurer (French), Antioch  
Paul S. Schoedinger (English), New Hampshire  
Edward B. Spencer (Greek), Grinnell  
Guy Stevenson (Mathematics), Louisville  
Francisco X. Tobar (Spanish), Washington (St. Louis)  
Oscar A. Ullrich (Education), Southwestern  
Colston E. Warne (Economics), Pittsburgh  
Charles Weiss (Medical), Washington  
Chester K. Wentworth (Geology), Washington (St. Louis)  
A. P. Winston (Business), Texas  
E. Alfred Wolf (Zoology), Pittsburgh

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*James Rowland Angell  
President of Yale University*

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